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ABSTRACT

An evaluation of the bilingual education (BE) and English-as-a-Second Language (ESL) programs provided to limited English proficient (LEP) students by the Austin Independent School District (AISD) (Texas) looks at enrollment rates and trends and student achievement within the programs. In 1995-96, AISD enrolled 10,290 LEP students, about 14 percent of the district's total enrollment. Of these 92 percent were Spanish speakers and 3 percent Vietnamese speakers. Most (9,059) were served by BE and ESL programs; parents of 1,231 refused services (refusals). Cost per served student was $204 above the regular district allocation. Both number and percentage of LEP students has increased yearly for 8 years. Achievement of LEP students, measured by standardized tests, is generally below state and national comparison groups. Students participating in and exiting BE/ESL programs showed better academic progress, dropped out less often, and had fewer disciplinary problems than others. LEP students served had higher grades, attendance rates in secondary school, and fewer discipline problems than refusals. (MSE)

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Bilingual/ESL Programs
Evaluation
1995-96

ED 404 877

Office of Program Evaluation

Department Of Accountability, Student Services, and Research

Austin Independent School District

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Bilingual/ESL Programs Evaluation 1995-96

Executive Summary

Austin Independent School District
Office of Program Evaluation

Author: Rosa Maria Gonzalez

Program Description

In compliance with State law, AISD provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual-language instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a program in itself. In some situations, a combination of programs may be recommended by the student's Language Proficiency Assessment Committee (LPAC), which makes instructional placement decisions for the student. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. Parental permission is required for both programs.

In 1995-96, AISD enrolled 10,290 LEP students; 92% were Spanish speakers, 3% were Vietnamese, and 5% represented other language groups. Most AISD LEP students (9,059) were served through BE or ESL; the parents of 1,231 refused services for their children. The cost per student served in the Bilingual/ESL program was $204; this amount was over and above the regular District allocation.

Major Findings

1. Both the number and percentage of LEP students (served plus refusals) in AISD's student population has continued to increase each year for the past eight years. (Page 8)

- In 1995-96, LEP students comprised 13.9% of the District's students. (Page 8)

2. The achievement of LEP students as measured by standardized tests, including a Spanish-language instrument is generally below the state and national comparison groups. (Pages 10-20)

- Spanish-speaking students at the three grade levels tested, and on all tests, scored below the national average on the Iowa Tests of Basic Skills. (Page 10)
- LEP students speaking other languages scored above the national average in grade 5 in Language, Mathematics, and Composite scores. (Page 10)
- At all grade levels, AISD LEP students scored lower than LEP students statewide on the Texas Assessment of Academic Skills (English). (Page 13)
- With the exception of LEP students in grades 1 and 5 scoring above the national average in reading, LEP students generally scored below the Spanish-speaking comparison group in Reading, Mathematics, and Composite scores. (Page 18)

3. A comparison of achievement and progress indicators six years after prekindergarten services for a second group of identified LEP students (Group 2) suggests that additional study is needed. Group 2 had lower attendance rates, a higher percentage was recommended for retention in the fall, and they had lower percentages passing TAAS than the students who had not participated in pre-K service. (Pages 30-31)

4. Compared to students districtwide, exited LEP students one to two years later dropped out less frequently, were retained less often, made higher grade point averages (GPAs), had higher attendance, and were involved in fewer disciplinary incidents. The achievement of former LEP students generally surpassed AISD averages on the TAAS tests. (Pages 34-38)

5. A comparison of the performance indicators for LEP students served and LEP students whose parents refused services ("refusals") indicated that served students had higher grade point averages (GPAs), higher attendance rates in middle/junior high and high school, lower discipline rates, and lower potential retention rates than the refusals. The school leaver rate was higher for served students than for students whose parents refused program service. (Pages 39-43)

- With the exception of grade 3 in reading, LEP students served had higher passing percentages in grades 3, 4, and 5 in TAAS reading, mathematics, and all tests taken. (Page 39)
- With the exception of grade 7 in mathematics and grade 7 in all tests taken, LEP refusals had higher passing percentages in grades Elementary 6, Middle School 6, 7, 8, and Exit levels in TAAS reading, mathematics, and all tests taken. (Page 39)

Budget Implications

Mandate: Federal, state and local
Funding Amount: $1,848,927
Funding Source: Local

Implication

The District's primary objective in its Bilingual/ESL programs is to help its students become proficient in English and their primary language in order to participate fully in the regular instructional program. Continued funding is necessary to provide dual-language development programs in languages other than English so that all students regardless of language can develop to the fullest extent of their capacity and talent.

MANAGEMENT RESPONSES TO RECOMMENDATIONS

Recommendation	Response
1. With both the number and percentage of LEP students in AISD's student population increasing, the District should pay increased attention to these students' special needs. In particular, the changing demographics of the District have implications for staff development both for bilingually endorsed and regular content area teachers.	1. The District will continue to provide staff development to address the specific needs of LEP students.
2. Because the available evidence indicates that, in general LEP students who participate in the Bilingual/ESL program are more successful in school than LEP students who do not participate, greater efforts should be made to serve the 12% of LEP students whose parents currently refuse program services.	2. AISD staff will explain the benefits of the Bilingual Education/ESL programs to parents. The Notification of Program Entry Form will be revised to include reasons for refusal of program services.
3. The long-term benefits to some LEP students who attended prekindergarten supports the continuation of early childhood intervention to provide a good foundation for later academic success. Additional follow-up of LEP students served in prekindergarten is recommended.	3. The continuation of the prekindergarten longitudinal study will be used to improve the instructional program.
4. The generally low performance of LEP students on standardized achievement tests, including a Spanish-language instrument, reinforces the continuing need to devote resources to improving these students' academic progress.	4. AISD is concerned about the achievement of all its students and will address the achievement needs of LEP students in the Comprehensive Plan.
5. The success of the Bilingual/ESL program in mitigating dropout rates at the secondary level suggests that continued service beyond the elementary level, has a positive effect in assisting students.	5. AISD will continue to provide instructional programs at the secondary level to enable LEP students to remain in school and to graduate.
6. The LEP Refusal File should be compared to the District TAAS File on a yearly basis in order to identify students who have passed the TAAS tests. The students whose parents have refused program services can therefore be removed from the LEP Refusal File.	6. The District's evaluation staff will compare the LEP Refusal File with the TAAS File in order to identify "refusals" who have passed the TAAS tests. These students will be recommended for removal from the LEP Refusal File.

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BILINGUAL/ESL PROGRAMS: EVALUATION 1995-96

· ANNUAL PERFORMANCE EVALUATION REPORT

INTRODUCTION

Background

Evaluation Mandate

The evaluation of the District's Bilingual/English as a Second Language (ESL) programs has been the responsibility of the Office of Program Evaluation (OPE), formerly the Department of Performance Audit and Evaluation (A & E), with the cooperation and assistance of the AISD's Office of Bilingual/ESL Education. Evaluation of Bilingual/ESL programs has been mandated by law since 1976. The Office of Program Evaluation, in collaboration with the bilingual coordinators, formulated an evaluation plan addressing critical information needs and elements specified by the law. In reference to program evaluation, Chapter 89.1265 of the Texas Education Code states the following:

(a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

(b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teacher and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules). (See Attachment 1 for a reproduction of the law concerning evaluation.)

On July 15, 1996, AISD received a response from the Office of Civil Rights (OCR) to the progress report submitted during the 1995 fall semester. The OCR states in its correspondence, "...Continued monitoring of the AISD's evaluation efforts are necessary. We are requesting that you submit a report of the district's evaluation of it's alternative language program for the school year 1995-96." The evaluation information OCR is requesting almost parallels the information mandated by State law. This evaluation report is intended to fulfill both OCR and State requirements for evaluation.

Evaluation Plan for 1995-96

The 1994-95 school year was the first year the evaluation component of the former Office of Research and Evaluation (ORE) functioned as an integral component of the newly created Department of Performance Audit and Evaluation (A&E). During the 1995-96 school year, the evaluation plan for Bilingual/English as a Second Language (ESL) programs was designed through an interactive process involving the bilingual coordinators and the evaluation associate. The evaluation plan specifies the evaluation questions to be answered and the information sources which will supply the responses to the evaluation questions. A new series of evaluation questions addressing the educational concerns of recent immigrant students was included in the plan for bilingual students.

EVALUATION OVERVIEW

Evaluation information was secured from various sources. The most important is the LEP master file, on which is recorded a wide range of information about each LEP student, including performance on standardized achievement tests. Achievement trends are tracked over time. Other demographic and outcome information (e.g., attendance, discipline, potential retention rates, and school leaver rates) are obtained from a range of computer files maintained centrally on AISD's mainframe computer. Program effectiveness is also gauged by the comparison of these outcome indicators for LEP students being served and for the LEP students refused services by their parents.

Data for the 1995-96 evaluation were obtained from the following sources:

- OPE's GENeric Evaluation SYStem (GENESYS) provided demographic, progress, and achievement information about program students. GENESYS, a custom-designed software package written in the Statistical Analysis System (SAS) language, accesses student data files maintained on the District's mainframe computer, and creates group profiles for any given set of students.
- The Student Master File provided basic information about student grade level, ethnicity, and low-income status.
- The master LEP file provided information about students' LEP status, home language, language dominance, and program service dates.
- A survey of teachers, conducted as part of the annual Employee Survey, elicited information and opinions from bilingual/ESL teachers and general education teachers about the type of training needed in the District.
- Information about program services and staff training was provided by program staff.
- A survey specifically addressing immigrant concerns was sent to bilingual teachers, general education teachers, administrators, and librarians in an effort to gather information regarding the purchasing and use of computers, software, library books, other reading materials and the Estrellita Reading Program.
- Emergency Immigrant Program (EIP) expenditures were obtained from program budget records supplied by program staff.
- Prior-year information about LEP students was obtained from published A & E reports.

Unless otherwise noted, all numbers reported were obtained from the computer file used for the State-required Public Education Information Management System (PEIMS) fall reporting or the District-maintained master LEP file.

PROGRAM DESCRIPTION

Texas law requires that all students with a Language Other Than English (LOTE) be assessed in a timely manner to determine their English proficiency. Those identified as limited English proficient (LEP) must be provided one of two basic programs:

- Bilingual education (BE), a transitional program of dual-language instruction including instruction in the home language, and English as a Second Language (ESL) for a minimum of 45 minutes daily, provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or
- English as a Second Language (ESL), a program of specialized instruction in English provided to students who do not receive BE and to students whose parents refuse dual-language instruction.

In compliance with State law, AISD provides programs to serve students identified as limited English proficient: BE, which provides dual language instruction in major content areas; and ESL which provides intensive English instruction. ESL is both a component of Bilingual Education and a stand-alone program. Services are also provided through special education. In some situations, a combination of programs must be recommended by the student's Language Proficiency Assessment Committee (LPAC) which makes instructional placement decisions for the student. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. *Parental permission is required for all programs.*

Figure 1 presents the number and percent of students in each program, as well as the number and percent of parental refusals. For t6he 1995-96 school year, there were 10,290 LEP students. However, program service was not recorded in the LEP File for 43 students.

FIGURE 1
PROGRAM SERVICE TO LEP STUDENTS, PRE-K - 12, 1995-96

PROGRAM	NUMBER OF STUDENTS	PERCENT OF STUDENTS
Bilingual	5,465	53%
ESL	2,216	22%
Special Education in Bilingual/ESL	688	7%
Parental Refusals in Bilingual; served in ESL	647	6%
Parental Refusals	1,231	12%
TOTAL	**10,247**	**100%**

Transfers

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual at elementary and ESL at middle/junior high and high school) are offered. Limited transportation is provided by the District at all grade levels. In 1995-96, there were 101 bilingual transfers (77 Vietnamese, 23 Spanish, and 1 Other). Transfers occurred at all grade levels, although more transfers took place at the elementary level (76%) than at the secondary level (23%) (see Figure 2).

FIGURE 2
BILINGUAL TRANSFERS, PRE-K - 12, 1995-96

GRADE	SPANISH STUDENTS SERVED	VIETNAMESE STUDENTS SERVED	TOTAL STUDENTS SERVED
Pre-K	1	19	20
1	0	6	6
2	2	18	21*
3	1	11	12
4	3	8	11
5	2	6	8
All Elementary	9	68	78
6	0	6	6
7	0	3	3
8	3	0	3
9	1	0	1
10	2	0	2
11	3	0	3
12	5	0	5
All Secondary	14	9	23
TOTAL	23	77	101

*One second grader classified as an "Other" was listed as a transfer.

DESCRIPTION OF THE LEP POPULATION IN AISD

STUDENT CHARACTERISTICS

Number Served

In the 1995-96 school year, 9,059 limited-English-proficient (LEP) students were served by the District's bilingual education program -- 6,654 elementary students (grades pre-K - 6), 1,421 middle school students (grades 6-8), and 984 high school students (grades 9-12). The parents of an additional 1,231 LEP students refused program services (see Figure 3). The total number of LEP students in AISD in 1995-96, including the number served and parent refusals, was 10,290.

FIGURE 3
LEP STUDENTS SERVED, AND PARENT REFUSALS, BY GRADE, 1995-96

GRADE	NUMBER SERVED	PARENT REFUSALS	TOTAL
Pre-K	1,015	2	1,017
K	1,151	8	1,159
1	1,069	33	1,102
2	993	55	1,048
3	905	45	950
4	743	62	805
5	671	57	728
Elementary 6	107	12	119
Elementary Pre-K - 6 Total	6,654	274	6,928
Middle School 6	527	96	623
7	509	190	699
8	385	185	570
Middle School 6-8 Total	1,421	471	1,892
9	491	250	741
10	241	107	348
11	151	65	216
12	101	64	165
High School 9-12 Total	984	486	1,470
TOTAL PRE-K-12	9,059	1,231	10,290

Ethnicity

Figure 4 shows a breakdown of the number of AISD LEP students served in 1995-96 by ethnicity and grade span (N = 9,059). The majority of the students in each grade span were Hispanic; the second-largest ethnicity represented at each grade span was Asian.

FIGURE 4
LEP STUDENTS SERVED, BY ETHNICITY AND GRADE SPAN, 1995-96

ETHNICITY	Pre-K-5		6-8		9-12		Pre-K-12	
	#	%	#	%	#	%	#	%
Hispanic	5,959	91%	1,439	94%	875	89%	8,278	91%
Asian	456	7%	70	5%	83	8%	609	7%
White	100	2%	13	1%	22	2%	135	2%
African American	23	<1%	6	<1%	3	<1%	32	<1%
Native American	9	<1%	0	0	1	<1%	10	<1%
TOTAL	**6,547**	**100%**	**1,528**	**100%**	**984**	**99%**	**9,059**	**100%**

Language Dominance

Figure 5 displays the number of LEP students served by language dominance and grade span (N = 8,921*). One half of the AISD LEP population (50%) is non-English monolingual, and 30% of the students are dominant in a language other than English. A child is considered monolingual if he or she speaks only one language. A child who speaks mostly one language and a little of another language is considered dominant in the first language.

FIGURE 5
LEP STUDENTS SERVED BY LANGUAGE DOMINANCE AND GRADE SPAN, 1995-96

	LANGUAGE DOMINANCE									
	A MONOLINGUAL NON-ENGLISH		B DOMINANT NON-ENGLISH		C BILINGUAL		D DOMINANT ENGLISH		E MONOLINGUAL ENGLISH	
GRADE SPAN	#	%	#	%	#	%	#	%	#	%
Pre-K-5	3,692	57%	1,802	28%	249	4%	644	10%	44	1%
6-8	476	31%	386	26%	339	22%	181	12%	130	9%
9-12	261	27%	504	52%	128	13%	51	5%	34	3%
TOTAL *	**4,429**	**50%**	**2,692**	**30%**	**716**	**8%**	**876**	**10%**	**208**	**2%**

*Language dominance was not recorded on the LEP File for 138 students.

Languages Spoken

Most LEP students served were Spanish speakers (92%). Speakers of Vietnamese made up the next largest segment of the AISD LEP population (3%), followed by Chinese (1%) and Korean (1%), Cambodian and Laotian (<1% each), and all other languages (3%) (see Figure 6). In 1995-96, LEP students at AISD represented 56 different languages.

FIGURE 6
LANGUAGES SPOKEN BY LEP STUDENTS, PRE-K - 12, 1995-96

LANGUAGE	NUMBER SERVED	PERCENT OF STUDENTS
Spanish	8,304	92%
Vietnamese	305	3%
Chinese	95	1%
Korean	83	1%
Cambodian	11	<1%
Laotian	1	<1%
All Others	260	3%
TOTAL	**9,095**	**100%**

Demographics

Figure 7 presents demographic information on AISD's LEP students for 1995-96. Most language minority students are from low-income families. As these students progress through school, a greater percent of them become overage for their grade levels. In middle school, 37% of LEP students are overage, and in high school nearly two thirds (60%) of LEP students are overage.

FIGURE 7
LEP STUDENTS SERVED, DEMOGRAPHIC INDICATORS, 1995-96

DEMOGRAPHIC INDICATORS	ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
	Number	Percent	Number	Percent	Number	Percent
Low Income	5,971	93%	1,240	92%	729	82%
Overage for Grade	457	7%	498	37%	529	60%
Special Education	524	8%	157	12%	70	8%
Gifted and Talented	23	0%	4	0%	1	0%

GROWTH IN AISD'S LEP POPULATION

The growth of LEP students (served plus refusals) has increased each year for the past eight years (see A & E Publication No. 94.05). Figure 8 includes the number of LEP students served and refusals for the past 5 years.

FIGURE 8
GROWTH OF LEP POPULATION (SERVED PLUS REFUSALS),
1991-92 THROUGH 1995-96

SCHOOL YEAR	NUMBER OF STUDENTS	INCREASE
1995-96	10,290	+ 1,151
1994-95	9,139	+ 1,050
1993-94	8,089	+ 716
1992-93	7,373	+ 888
1991-92	6,485	+ 779

The percentage of LEP students in the AISD population has also increased each year over this time period. In the 1991-92 school year, LEP students comprised 9.7% of the District's students; in 1995-96, the percentage had risen to 13.8%. Figure 9 reflects this upward trend.

FIGURE 9
LEP STUDENTS (SERVED PLUS REFUSALS) AS A PERCENT OF AISD POPULATION,
1991-92 THROUGH 1995-96

SCHOOL YEAR	# OF LEP STUDENTS	# OF AISD STUDENTS	% OF LEP STUDENTS
1995-96	10,290	74,274	13.9%
1994-95	9,139	72,711	12.6%
1993-94	8,089	70,294	11.5%
1992-93	7,373	69,094	10.7%
1991-92	6,485	67,052	9.7%

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Not only are LEP students an increasing percentage of AISD's student population; they also represent an increasing percentage of the students new to AISD (see Figure 10).

FIGURE 10
LEP STUDENTS AS A PERCENT OF THE OVERALL INCREASE IN AISD, 1991-92 THROUGH 1995-96

SCHOOL YEAR	INCREASE IN # OF LEP STUDENTS	INCREASE IN # OF AISD STUDENTS	% OF THE INCREASE WHO ARE LEP
1995-96	+1,151	+2,417	48%
1994-95	+1,050	+2,102	50%
1993-94	+716	+1,765	41%
1992-93	+888	+1,839	48%
1991-92	+779	+1,960	40%

FINDINGS

ACADEMIC PROGRESS

Iowa Tests of Basic Skills (ITBS)

The ITBS is a norm-referenced test (NRT) designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents or GEs) compare a student's performance with that of a nationwide sample of students at the same grade. In 1995-96, students in grades 3, 5, and 8 took the ITBS. The 1995-96 school year was the second year AISD administered norm-referenced tests in the fall semester.

Figure 11 presents the fall 1995 test results from the ITBS for LEP students.

- Spanish-speaking LEP students at all grade levels tested, on all tests, scored below the national average. The testing was at the end of October, the second month of school; hence, the national mean grade equivalent (GE*) was X.2, where the X is the grade level, e.g. 2.2 at grade 2.
- The differences between AISD and the national means increase for both Spanish and other language(s) as the grade level increases.
- LEP students speaking other languages scored above the national average in grade 5 in language, mathematics, and composite scores.

FIGURE 11
LEP ACHIEVEMENT, ITBS, 1995-96

SPANISH LANGUAGE								
	READING		LANGUAGE		MATHEMATICS		COMPOSITE	
GRADE LEVEL	Number Tested	Mean GE*	Number Tested	Mean GE*	Number Tested	Mean GE*	Number Tested	Mean GE*
3	203	2.2	6	1.0	212	2.6	5	1.5
5	250	3.4	243	3.7	252	4.2	234	3.7
8	187	4.7	181	4.9	192	5.4	175	4.9
OTHER LANGUAGE								
	READING		LANGUAGE		MATHEMATICS		COMPOSITE	
GRADE LEVEL	Number Tested	Mean GE*	Number Tested	Mean GE*	Number Tested	Mean GE*	Number Tested	Mean GE*
3	22	2.3	5	1.0	22	2.8	5	1.7
5	19	4.1	19	5.5	20	6.1	19	5.3
8	15	4.7	15	6.1	16	7.6	14	6.1

To obtain a picture over time of the achievement of Spanish-speaking students tested with the Iowa Tests of Basic Skills, students who were tested in both 1994-95 and 1995-96 were matched and two-year achievement gains were calculated. To be included in the analyses, students had to have both a pre- and posttest and had to have been promoted to the next grade level. (Retainees were therefore excluded.) Scores from these matched groups constitute a longitudinal comparison.

Figure 12 presents the results of the matched group analyses.

- Spanish-speaking students made a one-year gain in grades 3 and 5 in mathematics.
- Speakers of other languages made a one-year gain in grade 3 in mathematics, one student in grade 5 made a one-year gain in reading.

FIGURE 12
ITBS, MATCHED GROUPS, 1994-95 TO 1995-96
TWO-YEAR TRENDS IN LEP STUDENT ACHIEVEMENT

Reading Grade Equivalent Scores

SPANISH LANGUAGE					OTHER LANGUAGE			
GRADE	TOTAL TESTED	1995	1996	GAIN	TOTAL TESTED	1995	1996	GAIN
3	89	1.7	2.2	.5	13	1.9	2.3	.4
5	21	3.1	3.7	.6	1	2.2	3.2	1.0
8	107	4.5	4.7	.2	7	4.3	5.0	.7

Mathematics Grade Equivalent Scores

SPANISH LANGUAGE					OTHER LANGUAGE			
GRADE	TOTAL TESTED	1995	1996	GAIN	TOTAL TESTED	1995	1996	GAIN
3	90	1.5	2.6	1.1	13	1.6	3.0	1.4
5	21	3.6	4.6	1.0	1	4.1	4.9	.8
8	122	4.8	5.4	.6	7	7.1	7.9	.8

Texas Assessment of Academic Skills (TAAS) - English

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced test (CRT) which has been administered since the 1990-91 school year. The TAAS replaced the earlier Texas Educational Assessment of Minimum Skills (TEAMS) (administered 1985-86 through 1989-90). Mastery of the Exit-Level TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 have also been tested in writing. In 1993-94, science and social studies tests were administered in grades 4 and 8, but since that school year science and social studies tests continue to be administered only to students in grade 8. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning in Grade 10) continues to be a requirement for graduation.

Figure 13 presents results from the 1995-96 TAAS administrations to LEP students in grades 3-8 and 10. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and all tests taken. As shown in the figure, the highest percentage of LEP students passing the TAAS in AISD occurred in mathematics at grade 4, followed closely by mathematics at grade 3, and reading at grade 4. The lowest percentage passing occurred at grade 10 on all tests taken, followed closely by grade 8 on all tests taken. Grade 4 had the highest percentages of LEP students passing all tests taken, and grade 10 had the lowest percentage.

FIGURE 13
1995-96 LEP STUDENTS
PERCENT PASSING TAAS

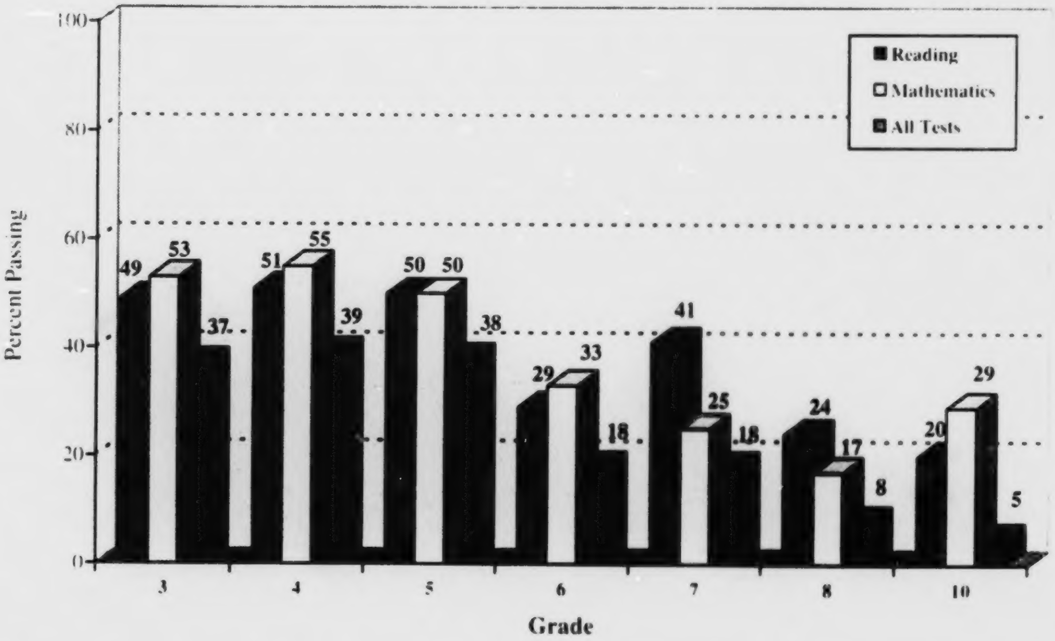

Figure 14 compares the percent of AISD LEP students passing all TAAS tests taken at each grade level to the corresponding percent by LEP students throughout the State for Spring 1996. *At all grade levels, AISD LEP students scored lower than LEP students statewide.* The largest difference is at grade 3, where only 37% of AISD LEP students passed all tests taken, compared to 55% statewide. By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels. Among non-LEP students, the largest difference was at grade 7; 54% of non-LEP AISD students passed all tests taken compared to 67% of non-LEP students statewide.

FIGURE 14
PERCENT PASSING ALL TESTS TAKEN ON TAAS
AISD LEP STUDENTS vs. STATEWIDE LEP STUDENTS

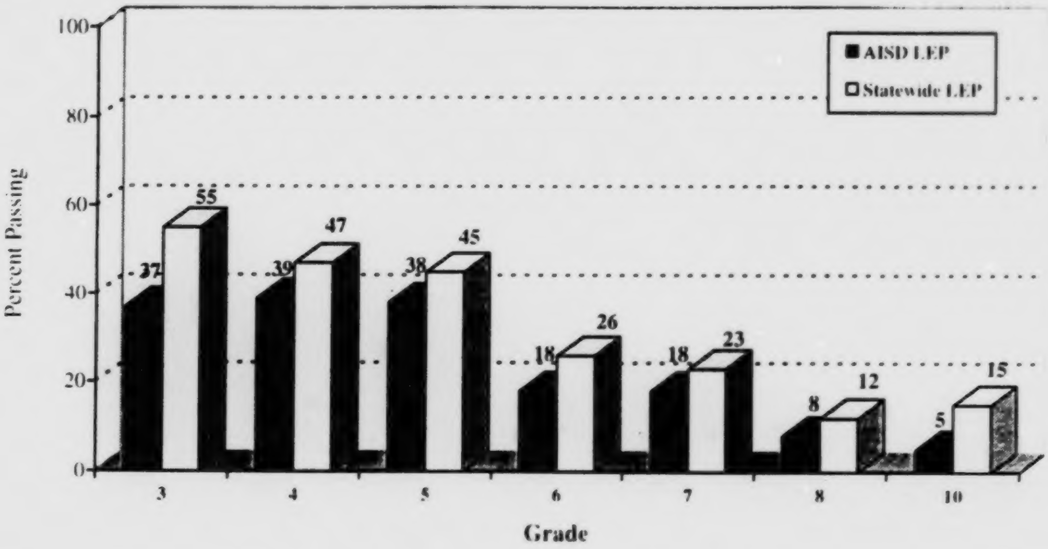

Figure 15 shows the differences in percent passing for LEP students between 1995-96 and 1994-95. The percent passing in 1994-95 was subtracted from the percent passing in 1995-96 for each grade and in each area, i.e. all tests taken, reading, and mathematics. Increases indicate more students are passing TAAS. In 21 comparisons, increases in percentages passing were made in 13 grades, two grades remained the same, and decreases were made in 6 grades. *Increases were made for all grade levels in mathematics.*

FIGURE 15
TWO-YEAR COMPARISON OF TAAS SCORES, LEP STUDENTS, DIFFERENCES IN PERCENT PASSING, 1994-95 AND 1995-96

GRADE	ALL TESTS TAKEN			READING			MATHEMATICS		
	1994-95	1995-96	Difference	1994-95	1995-96	Difference	1994-95	1995-96	Difference
3	37	37	-0-	53	49	-4	51	53	+2
4	34	39	+5	54	51	-3	47	55	+8
5	32	38	+6	51	50	-1	39	50	+11
6	19	18	-1	38	29	-9	24	33	+9
7	7	18	+11	34	41	+7	13	25	+12
8	8	8	-0-	23	24	+1	16	17	+1
Exit	9	5	-4	16	20	+4	23	29	+6

TAAS - Spanish

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and thereby better address their educational needs, the State Board of Education has called for phasing in Spanish versions of the TAAS assessments at Grades 3 through 6. Spanish-version tests are being developed for these grades because many Spanish-dominant students receive academic instruction in Spanish at these grade levels. Data from the Spanish-version assessments will be used in the State's accountability system. The Spanish TAAS, based on the Texas Education Agency's (TEA) essential elements, will provide a vehicle for examining the annual progress in student performance.

The Spanish-version TAAS tests in reading and mathematics are designed to be as comparable in content as possible to the English language assessments. An approach to test development that helps ensure the assessment of comparable content is the "transadaptation" of existing items in English. "Transadaptation" describes an adaptive translation process that maintains comparable academic content while accommodating differences in cultural content and readability levels inherent between languages. This approach allows the translator/adaptor to make the resulting text appropriate for the population for which it was intended.

Bilingual educators were convened at the onset of test development to advise the TEA on the suitability of the TAAS objectives and instructional targets from the English assessments for use in constructing the Spanish version tests. These advisory committees found the objectives and targets to be reflective of the bilingual essential elements and provided the test developers with guidance on issues related to language and developmental appropriateness as sample test items were transadapted for the Spanish version measurement specifications. Draft measurement specifications were distributed to every district in the state so that broad field input could be incorporated as test development continued.

In order to develop the Spanish version items, a process that occurs annually, a team of the test contractor's translators/adaptors creates the first draft of the test items. The team is made up of educators, test development specialists, native Spanish speakers from a wide range of Spanish-speaking areas, and experienced editors. The team has as its guiding principles the development of Spanish version items that are linguistically appropriate, free from bias, and comparable in content and complexity to the English versions. Translators rely on the State-adopted textbooks in Spanish and current bilingual education methodologies to guide them in achieving language appropriateness.

This draft of test items is presented to a joint committee of members from the original team and TEA staff including bilingual education and assessment specialists. The draft items are reviewed again for comparability, linguistic appropriateness, and cultural sensitivity. The revised draft is then presented to an external review committee composed of Texas bilingual educators from throughout the state. The third group of professionals is asked to review each Spanish version item for appropriateness of content, adequacy of student preparation, language and grade-level appropriateness, general suitability of the transadaptation, and potential bias. The educator committees provide the most crucial input in the item development process because they have firsthand knowledge of the students and the instruction they are receiving.

The ultimate goal of the TAAS development process in English and Spanish is to allow speakers of both languages to demonstrate their academic skills using appropriate, comparable content that is consistent with their instructional program. The final products meet rigorous standards for test development and are the result of the collaboration of the test development specialist, TEA professionals, and Texas educators.

In the spring of 1996, the State benchmarked the Spanish-version reading and mathematics test at Grades 3 and 4, and conducted field testing for the Spanish-version writing test at Grade 4 and the reading and mathematics test at Grades 5 and 6. The "Implementation Schedule" for TEA states that all Spanish-version tests will be fully implemented by the Spring of 1998.

In the 1995-96 school year, the testing dates for administering the Spanish TAAS tests coincided with the dates for the English TAAS administration. The dates for the tests were as follows:

March 5, 1996	Grade 4 Writing *(Field Test)*
April 30, 1996	Grade 3 and 4 Mathematics (Benchmark) Grade 5 and 6 Mathematics *(Field Test)*
May 1, 1996	Grade 3 and 4 Reading (Benchmark) Grade 5 and 6 Reading *(Field Test)*

District results for the Spanish TAAS in Reading and Mathematics in grades 3 and 4 are presented in Figures 16 and 17.

FIGURE 16
SPANISH TAAS PERFORMANCE, GRADE 3, SPRING 1996

INDICATOR	READING	MATHEMATICS
Number Tested	445	443
Average Raw Score	22	24
Total Items	36	44
Met Minimum Expectations at Possible Standards:		
60% Items Correct	51% (N = 227)	41% (N =181)
65% Items Correct	41% (N = 183)	34% (N = 150)
70% Items Correct	32% (N = 144)	26% (N = 113)
75% Items Correct	29% (N = 129)	21% (N = 91)

FIGURE 17
SPANISH TAAS PERFORMANCE, GRADE 4, SPRING 1996

INDICATOR	READING	MATHEMATICS
Number Tested	319	316
Average Raw Score	22	28
Total Items	40	50
Met Minimum Expectations at Possible Standards:		
60% Items Correct	43% (N = 137)	44% (N = 138)
65% Items Correct	33% (N = 105)	33% (N = 105)
70% Items Correct	29% (N = 91)	27% (N = 86)
75% Items Correct	23% (N = 73)	19% (N = 61)

Preliminary results of the field test in AISD for grades 5 and 6 in reading and mathematics are presented in Figures 18 and 19.

FIGURE 18
SPANISH TAAS PERFORMANCE, GRADE 5, SPRING 1996

INDICATOR	READING	MATHEMATICS
Number Tested	226	228
Average Raw Score	22	28
Total Items	40	52
Met Minimum Expectations at Possible Standards:		
60% Items Correct	42% (N = 94)	37% (N = 84)
65% Items Correct	33% (N = 74)	29% (N = 67)
70% Items Correct	24% (N = 55)	20% (N = 46)
75% Items Correct	16% (N = 37)	14% (N = 31)

FIGURE 19
SPANISH TAAS PERFORMANCE, GRADE 6, SPRING 1996

INDICATOR	READING	MATHEMATICS
Number Tested	141	139
Average Raw Score	18	27
Total Items	40	56
Met Minimum Expectations at Possible Standards:		
60% Items Correct	16% (N = 22)	22% (N = 31)
65% Items Correct	11% (N = 15)	15% (N = 21)
70% Items Correct	6% (N = 8)	10% (N = 14)
75% Items Correct	4% (N = 6)	5% (N = 7)

La Prueba de Realización

For those students whose primary language is not English, an English-language achievement test may not provide an accurate assessment of the students' academic proficiency and progress. For those students whose primary language is Spanish, it may be more appropriate to test with an instrument written in Spanish. For those students designated by their LPACs to be tested in Spanish, AISD uses *La Prueba de Realización, Segunda Edición* (Tests of Achievement, Second Edition). National norms were developed for the test in 1990. For comparison of individual and group performances with that of Spanish-speaking students nationwide, students' raw scores can be converted to national percentiles.

Figure 20 presents the mean percentiles in Reading, Mathematics, and on the Composite scores, by grade level for 1995-96. Achievement growth over time is obtained by tracking the performance of a cohort of students across several years. As the figure shows:

- In 1995-96, LEP students in grades 1 and 5 scored above the national average in reading.
- As in previous years, LEP students generally scored below the Spanish-speaking national comparison group on Reading, Mathematics, and Composite scores.

FIGURE 20
LA PRUEBA DE REALIZACION, MEAN PERCENTILES, 1995-96
(N = 526*)

GRADE	READING		MATHEMATICS		COMPOSITE	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
1	11	56	10	43	10	6
2	16	45	16	47	16	11
3	114	32	114	38	111	30
4	30	36	29	24	29	29
5	33	51	33	48	33	44
6	49	36	48	32	48	33
7	141	45	141	39	139	43
8	132	49	128	47	127	46

* N = Overall number of students tested. Varying numbers of students took particular tests.

Mean = The arithmetic average. The national average is the 50th percentile at all grades on all tests.

To obtain a picture over time of the achievement of the Spanish-speaking students tested with *La Prueba de Realización*, students who were tested in both 1994-95 and 1995-96 were matched and two-year achievement gains calculated. To be included in the analyses, students had to have both pre- and posttest and had to have been promoted to the next grade level. (Retainees were therefore excluded.) Scores from the matched groups constitute a longitudinal comparison.

Figure 21 presents the results of the matched group analyses.

- From 1994-96 to 1995-96, students who took La Prueba made mean percentile point gains in 13 of 21 comparisons.
- Third, fifth, and seventh graders made gains in Reading, Mathematics, and Composite scores.

FIGURE 21
LA PRUEBA DE REALIZACION, MATCHED GROUPS, 1994-95 TO 1995-96

GRADE	NUMBER TESTED*	1994-1995	1995-1996	DIFFERENCE
READING				
2	11	64	58	-6
3	34	40	46	+6
4	4	32	25	-7
5	4	20	62	+42
6	22	39	31	-8
7	28	31	45	+14
8	33	51	55	+4
MATHEMATICS				
2	11	29	47	+18
3	33	30	54	+24
4	4	32	10	-22
5	4	42	76	+34
6	21	23	27	+4
7	26	32	52	+20
8	32	33	39	+6
COMPOSITE				
2	11	43	15	-28
3	34	36	42	+6
4	4	36	24	-12
5	4	29	58	+29
6	21	30	26	-4
7	26	26	51	+25
8	31	43	37	-6

* N = Overall number (N = 136) of students with test scores both years. Varying numbers of students took particular tests. Scores shown are mean percentile ranks.

One significant area of concern mentioned by the OCR was the subject of assessment. In the letter to the District, the OCR said the following:

- Spanish-speaking students, at all grade levels tested, on all tests, scored below the national average on the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency. Since these tests are in English and non-LEP student scores are included in the national averages, these results might be expected. However, at all grade levels, AISD LEP students scored lower than LEP students statewide on the Texas Assessment of Academic Skills (TAAS). In addition, in the past three years, AISD's LEP students generally scored below the Spanish-literate national comparison group in Reading, Mathematics, and Composite tests of La Prueba de Realización. No information was provided regarding possible reasons for the low performance scores and no program modifications were reported.

The above-stated issues are a District concern and are addressed in the District's Comprehensive Plan. Instructional staff are currently preparing an action plan considering achievement and equity issues in assessment.

ENGLISH PROFICIENCY

One area of concern expressed by the OCR was exit criteria for LEP students. The concern was expressed in the following manner:

- Exit criteria do not require that a student be able to understand, speak, read and write English well enough to participate meaningfully in the District's regular program. Title VI standards require English proficiency in all four modalities for reclassification.

The District's objective is to help LEP students attain English proficiency and meet the State's performance standards. The exit criteria for LEP students is primarily determined by State law and the District's criteria reflects adherence to the State mandate. In AISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status, a student must:

- Score at least at the 40th percentile in both the English reading and the English language arts sections on the Iowa Tests of Basic Skills (ITBS), or

- Pass all three Texas Assessment of Academic Skills (TAAS) tests (Reading, Mathematics, and Writing).

A student's LPAC may choose to have an oral proficiency test, such as the Language Assessment Battery (LAB) or the Individual Diagnostic English Assessment (IDEA), administered for additional information. In making the determination the LPAC also considers the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited student is monitored for two years to ensure he/she has been successful in an all English instructional program. The determination that a student is ready to exit from LEP status is a campus-level decision.

NUMBER OF EXITS

Prior to the 1992-93 school year, it was possible to determine how many students exited the program in a given school year. Due to administrative changes in the statewide testing program and a districtwide recommendation in 1993-94 by a student assessment task force to move the District's standardized achievement testing from spring to a fall administration of selected grades in fall 1994, counting the number of students exiting from LEP status had to be modified. Because of the changes in the testing schedules at both the State and District level the LPAC decisions are delayed and student exits are recorded on the master LEP file on an ongoing basis instead of at a single time during the school year. In the face of this difficulty, it was decided that a single-year span was an unreliable reflection of the number of LEP exits; therefore a two-year span was selected.

In 1994-95, the first group (Group 1) of LEP students exited in a two-year span was identified. The exit dates for the first group of students were August 25, 1992 through May 31, 1994 and the number of students exited was 454. Figure 23 presents the number and grade levels of the first group of exited LEP students in 1995-96. Longitudinal information on the first group will be included in the Longitudinal Studies section of this report. To avoid any overlapping of students and to have a two-year span, it was decided that the exit dates for the second group (Group 2) of LEP exited students would be from June 1, 1994 (school year 1994-95) through May 31, 1996 (school year 1995-96). *The number of students exited from the AISD's bilingual program from June 1, 1994 through May 31, 1996 was 444.* The number and grade levels of students exited from June 1, 1994 through May 31, 1996 (Group 2) are shown in Figure 22.

FIGURE 22
NUMBER OF LEP STUDENTS EXITING, 1994-95 THROUGH 1995-96
(Group 2 - June 1,1994 through May 31, 1996)

1995-96 GRADE LEVEL	NUMBER OF EXITS
3	45
4	67
5	73
EL 6*	22
ELEMENTARY TOTAL	207
MS 6*	67
7	58
8	31
MIDDLE/JUNIOR HIGH TOTAL	156
9	14
10	15
11	24
12	28
HIGH SCHOOL TOTAL	81
TOTAL	444

*El 6 = Elementary grade 6 *MS 6 = Middle school grade 6

FIGURE 23
NUMBER OF LEP STUDENTS EXITING, 1994-95 THROUGH 1995-96
(Group 1 - August 25, 1992 through May 31, 1994)

1995-96 GRADE LEVEL	NUMBER OF EXITS
3	0
4	44
5	78
EL 6*	67
ELEMENTARY TOTAL	189
MS 6*	1
7	71
8	43
MIDDLE/JUNIOR HIGH TOTAL	115
9	32
10	20
11	10
12	5
HIGH SCHOOL TOTAL	67
TOTAL	371

*El 6 = Elementary grade 6 *MS 6 = Middle school grade 6

OTHER INDICATORS

In addition to performance on standardized tests, other variables provide useful indicators of student progress. Figure 24 compares the performance of LEP students with students districtwide in terms of attendance, discipline, potential retention, and school leaver rates, and mean grade point average (GPA). Data were obtained from GENESYS for the spring 1996 semester. As seen in Figure 24:

- The attendance rate of LEP students at the elementary level was slightly higher than that of elementary students districtwide, and the discipline rate was slightly lower.
- At the middle/junior high school level the attendance rate was slightly higher and at the high school level the attendance rate was lower. The discipline rate was higher for both groups than students districtwide.
- LEP students at all grade levels were recommended for potential retention at higher rates than students in the general student population.
- The school leaver rate for middle/junior high school LEP students was lower than the districtwide rate. The school leaver rate for high school LEP students was slightly higher than for students districtwide rate.

FIGURE 24
PROGRESS INDICATORS (SPRING 1996)
LEP PROGRAMS COMPARED TO OVERALL DISTRICT

PROGRESS INDICATORS	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
	LEP	District	LEP	District	LEP	District
Attendance Rate	95.2%	94.9%	92.8%	92.5%	84.8%	87.6%
Discipline Rate	0.3%	0.6%	5.6%	4.4%	3.2%	2.8%
Potential Retention Rate	0.4%	0.3%	14.9%	12.3%	23.8%	10.4%
School Leaver Rate	N/A	N/A	0.6%	1.3%	6.2%	6.1%
Mean GPA	N/A	N/A	81.6	83.1	74.1	78.1

PROFESSIONAL STAFF DEVELOPMENT/TRAINING

In compliance with State law, the 1995-96 evaluation plan for the bilingual/ESL programs included evaluation questions concerning the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of training. During the 1995-96 school year, the District's bilingual coordinators collected sign-in sheets, workshop information sheets for the Professional Development Academy, correspondence to campuses, staff development agendas and workshop descriptors, requests for supplemental pay, consultant agreement forms, copies of evaluation forms from workshop participants, and other relevant information to answer the questions.

Most of the training occurred at AISD's Professional Development Academy (PDA), which is the District's facility for professional staff development. One 5-hour training session was held at the Carruth Administration Center (CAC), three 3-hour sessions at an elementary campus, and three one-and-a-half hour sessions involving parent literacy activities took place at elementary campuses.

Number of Teachers and Teacher Assistants Trained

In 1995-96, a total of 682 teachers participated in professional staff development for teachers and teacher assistants of LEP students. Of the 682 participants, three were high school teacher assistants assigned to working with recently arrived immigrant students.

Fifteen all-day (six-hour) workshops were attended by 268 teachers and two 5-hour workshops were attended by 159 teachers for a cumulative total of 25,710 hours of training. Seven workshops were three-hour activities and 113 teachers were participants, totaling 2,373 hours of training. Ten workshops consisted of one to two hours, totaling fifteen hours of training provided to 142 teachers, totaling 2,130 hours of professional staff development. Altogether, 136 hours of staff development training on topics related to bilingual education were delivered to 682 participants, for a total of 30,213 hours of professional staff development.

Frequency of Training

Professional staff development transpired throughout the academic year. Twenty-two workshops were held during the 1995 fall semester, and 12 were held during the 1996 spring semester. The collaboration of the bilingual coordinators resulted in a total of 34 professional development workshops.

Fifteen workshops were all-day commitments for teachers, beginning at 8:30/9:00 AM and ending at 3:30/4:00 PM, and two workshops lasted five hours; one from 8:00 AM - 1:00 PM and the other from 1:00 PM - 6:00 PM. Seven workshops required a three-hour commitment from the participants, and the duration of the remaining ten workshops was from one to two hours. Attachment 2 lists all of the 34 workshops and the specific details pertaining to each staff development activity.

Scope of the Training

The general themes of the professional staff development activities for the teachers of bilingual students centered on providing teachers with programmatic information, instructional activities with an elementary focus, instructional activities applicable to middle/junior high and high schools, professional development training to facilitate bilingual/ESL and oral proficiency endorsement and/or certification, and general topics related to bilingual instruction.

During August 1995, the bilingual coordinators provided eight workshops in which they addressed programmatic issues including the following:

- A current overview of the State and District guidelines for the Language Proficiency Assessment Committees (LPAC);
- A review of the identification process, the instructional program, and appropriate academic placement for LEP students; and
- The use of a variety of testing instruments for both identification and instructional purposes.

The workshops were attended by 163 teachers, who provided instruction to students in grades Pre-K-12.

The instructional workshops for the elementary teachers covered Spanish reading, the Estrellita Reading Program, Spanish TAAS and summer school. More specifically, the workshops for the elementary teachers covered:

- An overview of the new-State adopted Spanish supplementary reading materials for grades 1 and 2, and a presentation of whole language activities found in thematic units;
- A presentation of the Estrellita A Spanish Reading Program designed to teach all of the elements necessary to transform a nonreader into a reader;
- A discussion of the latest information on the contents of Spanish TAAS in reading and mathematics, including instructional strategies for successful student preparation;
- An information session to prepare summer school teachers with bilingual oral language development and mathematics curricula in English and Spanish; and
- A meeting to discuss topics dealing with enhancing literacy skills in young children.

Throughout the academic year, a total of 264 elementary teachers participated in the instructional workshops.

The content and design of the workshops for the middle/junior high schools and the high schools were very similar, differing only with respect to grade level. The seven workshops were attended by 41 high school teachers and 28 teachers working with middle/junior high schools. Both groups:

- Developed thematic units in which reading and writing skills were integrated,
- Participated in working groups to practice cooperative learning strategies, and
- Reviewed ESL program components including curriculum and instruction, mainstream and extra-curricular networking, parental involvement, communication among students, parents, teachers, administrators, counselors, and LPACS, and
- Discussed the social and emotional needs of ESL students.

Five workshops, one Texas Oral Proficiency Test (TOPT) and four Examination for the Certification of Educators in Texas (ExCET) prepared teachers for taking examinations that would facilitate their bilingual certification process. The professional development workshops had 67 participants, who served students in elementary, middle/junior high and high schools.

Three workshops provided information and instruction in topics related to bilingual education that were classified in a general category. The ESL Teacher Institute - Integration of Video and Other Technology provided training in the use of television as a learning instrument for ESL students. The Effective Instruction for Language Minority Children workshop was intended for special education teachers. The purpose was to assist them in adapting the Bilingual/ESL program to students identified as being both LEP and in special education. The Bilingual/ESL Book and Materials Fair displayed instructional books and materials for language acquisition. These three workshops were attended by 114 Pre-K - 12 teachers.

Results of Training

Evaluation forms were completed by teachers for 26 (76%) workshops and the results were tallied and percents calculated. The evaluation forms completed by participants were all from the Professional Development Academy. The evaluation form has five general evaluation sections and categories within those sections, a section for comments, a section for listing training topics that are of interest, and a place for participants to suggest improvements for teacher training and development. The rating scale is a 5-point scale as follows: "strongly disagree" = 1, "disagree" = 2, "neutral" = 3, "agree" = 4, and "strongly agree" = 5. *The overall responses for the objectives, content and instruction, environment, and summative responses for all the workshops were primarily in the "agree and strongly agree" categories.* See Attachments 3.1 - 3.26 for results on individual workshops.

Additional data were gathered from central office records in the form of purchase requisitions from teachers. *A total of 43 teachers were reimbursed for tuition and/or fees after satisfactorily passing the State examinations. Thirty-one teachers passed the ESL ExCET, four the BIL ExCET, and eight the TOPT examinations.* The reimbursement is provided by the District as an incentive for teachers of language-minority students to acquire appropriate certification.

The staff of the LEP Summer School, in a joint project with KLRU Channel 18, conducted three Family Literacy Nights at three different school sites in June 1996. *A total of 177 parents attended the Family Literacy Nights for an hour-and-a-half in the evening and participated in a discussion concerning literacy/reading strategies for young children.* At the end of the training session, an evaluation form in both Spanish and English was disseminated to the parents. *Ninety-seven (55%) parents completed the evaluation form. All of the parents indicated that the information presented by the teachers was very helpful, and that they would like to participate in future workshops to improve the education of their children.* Parents were given a short list of possible topics of interest and asked to indicate which were of interest to them. Reading, mathematics, and writing were the topics most often selected.

On the Professional Development Academy evaluation forms, teachers expressed the need for additional materials in Spanish, more materials for TAAS activities, opportunities for make and take workshops, and more opportunities to meet and share experiences. One teacher wrote, "More meetings among middle school ESL teachers are needed. Many of us feel isolated and overwhelmed because we don't have the same support systems (departments, teams) that other teachers do." Some topics of interest listed on the evaluation form by teachers include:

- Math Their Way,
- Cultural diversity,
- Discipline of students and the law,
- Second language acquisition,
- Curriculum alignment,
- Spanish writing techniques,
- Cooperative learning strategies,
- Math-estimating, problem-solving, etc.,
- Project Read,
- More social studies and science activities for monolingual students.
- More reading related workshops,
- Computer and video equipment,
- Integrating existing technology, i.e., Nova Net and ESL,
- Whole language in a dual language classroom,
- Vocabulary and reading development for TAAS,
- Spanish literature for children,
- Curriculum design and management,
- Bilingual math and grade 7 and 8 grade,

The teachers provided many helpful comments and suggestions on the evaluation forms. See Figure 25 for comments and suggestions made by teachers providing instruction to language minority students.

FIGURE 25
COMMENTS AND SUGGESTIONS FROM TEACHERS ON THE BILINGUAL PROGRAM TRAINING WORKSHOPS, 1995-96

"True evaluation is in passing the test." [ESL ExCET] "The workshop should be optional, the test could possibly be completed by studying the workbook."
"I need this program (Estrellita Accelerated Reading Program). As a Bilingual Resource Teacher, I have students that are in 4th grade and cannot read. I think this will really help their self-esteem. We need more Spanish materials!!!! "I strongly agree with this program. I really believe this program is necessary for our students. Thanks for sharing it with us. I am interested in more of the "Cuentos" segment. I can see how my school population can learn from this program."
"I appreciate your department providing for substitutes. It makes it much easier to leave school, as well as, lend to the validity and importance of bilingual education in our school."
"Ideas for Spanish monolingual students who need to transition two or three grades in one year. I have several students every year who enter my class with no reading/writing skills in any language or who need to be accelerated quickly to maintain themselves with the rest of the class. Perhaps there is a presenter or speaker who has ample experience working with these kids."
"TAAS review of Spanish materials that are available."
"Plan to have these training sessions [LPAC Training] in the afternoon, if they have to be so early in the school year. We are needed at our campuses to enroll new students and hand out schedule changes in the morning. Consider LPAC training by vertical team."
"We need Spanish materials in all subjects. I personally need materials for a health/nutrition unit in Spanish and other science units for grades 4 and 5."
"The most valuable [aspect] in training teachers is to continue to bring them together with the intent of sharing ideas. The ESL sessions at PDA have been valuable and have allowed me to feel more [support] in my teaching emotionally and academically."
"[Spanish] TAAS update on testing [was] excellent. We, as bilingual staff, need to know the latest rules and expectations from state, local and federal levels."
"I would like to see this Book Fair on a Staff Development Day. Let's make it an annual affair."
"I would like to see a workshop on how to develop a TAAS Center. Students could go [to the Center] and initially work independently [and then in] pairs on all objectives..."
"A secondary ESL Program checklist will be most helpful in evaluating our [high school] program for the future."
" [I am interested in] further training utilizing resources within the District, i.e., bilingual adjustments to Integrated Algebra - Geometry.
"Thanks for all the current information. The handouts are practical and useful."

LONGITUDINAL STUDIES

In addition to tracking trends in the LEP population over time (e.g., achievement, attendance, discipline, potential retention, and school leaver rates, etc.) as a gauge of program effectiveness, evaluation staff also conducted longitudinal studies. Three are described in this report:

1. Prekindergarten,
2. Exited LEP students, and
3. LEP served versus LEP refusals.

EFFECTS OF PREKINDERGARTEN

Six years later, the second group of LEP students who had been served in bilingual prekindergarten had lower attendance rates than the students not-served in pre-K, and a higher percentage was recommended in the spring for retention in the fall. The passing rates for the students served in prekindergarten were lower on the TAAS than students not-served in pre-K.

In 1993-94, a question was posed concerning the effectiveness of prekindergarten on LEP students. The question was operationalized as a comparison of the performance five years later of the LEP students who were or were not served in prekindergarten. The students would then be in grade 3 and would have received either five years of service in the bilingual program (if they had entered the program in prekindergarten during the 1989-90 school year) or four years of service if they entered kindergarten in 1990-91. The first group of prekindergarten students served versus kindergarten students not served was identified in 1994-95 and the results were reported in last year's Bilingual/ESL Programs Evaluation 1994-95. The 1995-96 evaluation plan repeated the question and indicated that a second group of students meeting the same criteria would be identified in an effort to see if the results of the second group would be similar to the first group. A roster with the identification numbers of the first group was retained for follow-up and comparison purposes.

In spring 1995, two groups of LEP students (second group) were identified from the LEP Master File and the Student Master file:

1. Students in grade 3 at the end of the 1994-95 school year who were served in prekindergarten in the 1990-91 school year, and who had been served continuously in the bilingual program for five years; and

2. Students in grade 3 at the end of the 1994-95 school year who had not been served in prekindergarten in the 1990-91 school year, and who had been served continuously in the bilingual program for four years.

The two groups, pre-K served and not pre-K served, had 380 and 117 students, respectively. GENESYS was run on each of the groups in the summer of 1996. At the time of the analysis, in 1995-96, the students were in grade 4. The results are tabled in Figure 26. As seen in the figure:

- The two groups are similar demographically. Both are approximately half male and female, almost all of the students are Hispanic, and almost all are from low-income families. A higher percentage of pre-K not served were overage for their grade levels and classified as special education students. Very few of the students in both groups were in the gifted/talented program.

- The progress indicators included in the comparison seem to favor the students not-served in the pre-K program. The attendance rates for the students served in pre-K were lower than those of the not-served students both fall 1995 and spring 1996. The disciplines rates among the served students in pre-K were lower for both fall 1995 and spring 1996. A percentage (0.5%) of the served students in pre-K were recommended in the spring for retention the following year.

- Data on academic achievement as measured by the ITBS were not available because the District only tested grades 3, 5, and 8. All of the students in both served and not-served groups were in grade 4. Smaller percentages of served students in pre-K passed the TAAS tests than the students not-served in a pre-K program.

The first group of students identified in fall 1994 were revisited through GENESYS in the 1996 spring. See Figure 27 for details.

- The progress indicators included in the comparison continue to favor the pre-K served group. The attendance rates were higher than those of the not-served students in fall of 1995 and spring 1996. The discipline rates were lower in the fall and higher in the spring than the not served students. None of the former LEP students in either group was recommended in spring 1996 for retention the following year.

- In terms of achievement, the served students' averages on the ITBS in mathematics and reading are higher, and the composite score is also higher. The served students have higher percentages passing the TAAS tests than the not-served students.

In summary, although taking a current-year snapshot provides some indications of the value of prekindergarten to LEP students, the picture of prekindergarten service is not entirely clear. Results for Group 2 are different from the results of Group 1 last year. Additional follow-up of this and similar cohort groups, as well as the consideration of other possibly relevant variables, should shed additional light on the question.

FIGURE 26
LEP STUDENTS SERVED VERSUS NOT SERVED IN KINDERGARTEN SIX YEARS LATER (GROUP 2 IN 1995-96)

DEMOGRAPHIC INDICATORS	**PRE-K SERVED (N = 380)**			**NOT PRE-K SERVED (N = 117)**		
Sex		Male	Female		Male	Female
Number		190	190		63	54
Percent		50%	50%		54%	46%
Ethnicity	African American	Hispanic	Other	African American	Hispanic	Other
Number	0	367	13	1	111	5
Percent	0	97%	3%	1%	95%	4%
Low Income	N = 363	96%		N = 110	94%	
Overage for Grade	N = 15	4%		N = 14	12%	
Special Education	N = 44	12%		N = 22	19%	
Gifted/Talented	N = 1	0%		N = 2	2%	
PROGRESS INDICATORS	Fall 1995	Spring 1996		Fall 1995	Spring 1996	
Attendance	97.4%	96.4%		97.9%	96.9%	
Discipline	1.1%	0.8%		1.7%	0.9%	
Retention		0.5%			0.0%	
ACHIEVEMENT INDICATORS						
ITBS (Grade 4)* Fall 1995	Reading	Math	Composite	Reading	Math	Composite
Median Percentile Score	# PR	N/A		# PR	N/A	

TAAS (Grade 4) Spring 1996		Reading	Math	Writing	All		Reading	Math	Writing	All
Number Passing	#	100	109	139	76	#	44	47	58	63
Percent Passing	%	44	48	63	32	%	48	53	64	41

PR = Percentile Rank

*ITBS = Iowa Tests of Basic Skills (not administered in grade 4)

TAAS = Texas Assessment of Academic Skills All = All TAAS tests taken

Median percentile - The 50th percentile is the national average on all tests at all grades. The 50th percentile means 50% of the national norm group made a lower score.

FIGURE 27
LEP STUDENTS SERVED VERSUS NOT SERVED IN KINDERGARTEN SEVEN YEARS LATER (GROUP 1 IN 1995-96)

<table>
<tr><th>DEMOGRAPHIC INDICATORS</th><th colspan="4">PRE-K SERVED
(N = 322)</th><th colspan="4">NOT PRE-K SERVED
(N = 127)</th></tr>
<tr><td>Sex
Number
Percent</td><td></td><td>Male
161
50%</td><td colspan="2">Female
161
50%</td><td></td><td>Male
60
47%</td><td colspan="2">Female
67
53%</td></tr>
<tr><td>Ethnicity
Number
Percent</td><td>African American
1
0%</td><td>Hispanic
307
95%</td><td colspan="2">Other
14
4%</td><td>African American
1
1%</td><td>Hispanic
116
91%</td><td colspan="2">Other
10
8%</td></tr>
<tr><td>Low Income</td><td colspan="2">N = 301</td><td colspan="2">93%</td><td colspan="2">N = 121</td><td colspan="2">95%</td></tr>
<tr><td>Overage for Grade</td><td colspan="2">N = 56</td><td colspan="2">17%</td><td colspan="2">N = 28</td><td colspan="2">22%</td></tr>
<tr><td>Special Education</td><td colspan="2">N = 61</td><td colspan="2">19%</td><td colspan="2">N = 13</td><td colspan="2">10%</td></tr>
<tr><td>Gifted/Talented</td><td colspan="2">N = 4</td><td colspan="2">1%</td><td colspan="2">N = 0</td><td colspan="2">0%</td></tr>
<tr><td>PROGRESS INDICATORS</td><td colspan="2">Fall 1995</td><td colspan="2">Spring 1996</td><td colspan="2">Fall 1995</td><td colspan="2">Spring 1996</td></tr>
<tr><td>Attendance</td><td colspan="2">97.9%</td><td colspan="2">96.6%</td><td colspan="2">96.8%</td><td colspan="2">96.2%</td></tr>
<tr><td>Discipline</td><td colspan="2">0.9%</td><td colspan="2">1.2%</td><td colspan="2">1.6%</td><td colspan="2">0.8%</td></tr>
<tr><td>Retention</td><td colspan="4">0.0%</td><td colspan="4">0.0%</td></tr>
<tr><td>ACHIEVEMENT INDICATORS</td><td colspan="4"></td><td colspan="4"></td></tr>
<tr><td>ITBS (Grade 5)
Fall 1995</td><td>Reading</td><td>Math</td><td colspan="2">Composite</td><td>Reading</td><td>Math</td><td colspan="2">Composite</td></tr>
<tr><td>Median Percentile</td><td># 159</td><td>160</td><td colspan="2">149</td><td># 61</td><td>62</td><td colspan="2">58</td></tr>
<tr><td>Score</td><td>PR 22</td><td>39</td><td colspan="2">30</td><td>PR 16</td><td>30</td><td colspan="2">22</td></tr>
<tr><td>TAAS (Grade 5)
Spring 1996</td><td>Reading</td><td>Math</td><td>Writing</td><td>All</td><td>Reading</td><td>Math</td><td>Writing</td><td>All</td></tr>
<tr><td>Number Passing</td><td># 117</td><td>114</td><td></td><td>96</td><td># 40</td><td>41</td><td></td><td>33</td></tr>
<tr><td>Percent Passing</td><td>% 55</td><td>54</td><td></td><td>44</td><td>% 52</td><td>54</td><td></td><td>42</td></tr>
</table>

PR = Percentile Rank
ITBS = Iowa Tests of Basic Skills
TAAS = Texas Assessment of Academic Skills All = All TAAS tests taken
Median percentile - The 50th percentile is the national average on all tests at all grades. The 50th percentile means 50% of the national norm group made a lower score.

FOLLOW-UP ON EXITED STUDENTS

Compared to students districtwide, exited LEP students one to two years later dropped out less frequently, were retained less often, made higher grade point averages (GPAs), had higher attendance, and were involved in fewer disciplinary incidents. The achievement of former LEP students generally surpassed AISD averages on the TAAS tests.

To determine how LEP students perform after they leave the bilingual program, achievement and progress indicators for the 1995-96 year were examined for a group of former LEP students who had exited the bilingual program during the previous two years. A group of 444 (Group 2) students who had exited from the bilingual program at some time from the beginning of the 1994-95 school year through the end of the 1995-96 school year (June 1,1994 to May 31, 1996) was identified from the LEP Master File. Of these students, 444 (100%) were still in AISD at the end of the second semester of 1995-96. At the time of identification, May 31, 1996, the exited students were in grades 3-12; 207 in grades 3-6, 156 in grades 6-8, and 81 in grades 9-12.

Outcome data were obtained for the three groups of students -- elementary, middle/junior high school, and high school--through the use of OPE's GENeric Evaluation SYStem (GENESYS). GENESYS data for the former LEP students are summarized across grade spans in Figure 28. As Figure 28 on the following page illustrates:

- Compared to the rates of AISD middle school/junior high school and high school students leaving school before completing the year as of the end of the 1995-96 year, the school leaver rates for former LEP students were lower (or equal at zero).
- Lower percentages of former LEP students were recommended in spring 1996 for potential retention the following year than were students districtwide, at all three levels.
- Compared with the GPAs for all middle/junior high school and high school students, the GPA's of former LEP students were higher.
- The attendance rates of former LEP students at all three levels were higher than the respective District attendance rates for elementary, middle/junior high school, and high school, both in fall 1995 and spring 1996.
- Compared with the percentages of students involved in discipline incidents at all three levels districtwide, the percentages of exited LEP students were lower (or equal to zero) for elementary and high school and lower for middle/junior high school, both in fall 1995 and spring 1996.

These results are noteworthy since large percentages of the exited LEP students are low income and overage (especially in the secondary grades).

The achievement of the 444 exited LEP students as measured by standardized tests is presented in Figures 29 and 30. Figure 29 presents the spring 1996 TAAS results and Figure 30 gives the students' scores from the fall administration of the ITBS.

- High percentages of exited students in all grades passed the TAAS Reading Test. More than half (59%) of the students in grade 8 passed, and the remaining grades had high percentages passing the Mathematics Test. With the exception of grades middle school 6 (69%) and 8 (50%), high percentages of students passed all tests taken.

- The standardized achievement test administered in 1995-96 was the ITBS in grades 3, 5, and 8. The former LEP students scored above the national average on the Reading, Mathematics, and Composite tests. Grade 8 students scored below the national average on the three tests, and grade 5 students scored below the national average on Reading.

FIGURE 28
EXITED LEP STUDENTS, OTHER INDICATORS OF PROGRAM EFFECTIVENESS, 1995-96
(Group 2 Exits 6/1/94 through 5/31/96)

INDICATOR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
School Leaver Rate						
Compared to District	N/A		1.3%		6.1%	
Compared to themselves			0.0%		0.0%	
Potential Retention Rate						
Compared to District	0.3%		12.3%		10.4%	
Compared to themselves	0.0%		10.3%		4.9%	
Grade Point Average			Fall	Spring	Fall	Spring
Compared to District	N/A		83.3	83.1	78.4	78.1
Compared to themselves			85.7	85.3	81.9	80.2
Attendance Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	96.0%	94.9%	94.5%	92.5%	90.1%	87.6%
Compared to themselves	97.9%	97.1%	96.2%	94.2%	94.3%	90.1%
Discipline Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	0.6%	0.6%	4.2%	4.4%	3.4%	2.8%
Compared to themselves	0.0%	0.0%	1.9%	1.9%	0.0%	0.0%

FIGURE 29
EXITED LEP STUDENTS, PERCENT PASSING TAAS, 1995-96
(Group 2 Exits 6/1/94 through 5/31/96)

1995-96	READING		MATHEMATICS		ALL TESTS TAKEN	
GRADE	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	41	98%	42	86%	42	86%
4	55	71%	54	76%	68	69%
5	72	93%	73	93%	73	88%
EL 6*	22	86%	22	95%	22	82%
MS 6*	67	88%	66	71%	67	69%
7	54	91%	55	78%	55	73%
8	28	71%	27	59%	30	50%
Exit	68	97%	68	93%	68	88%

*El 6 = Elementary grade 6 *MS 6 = Middle school grade 6

FIGURE 30
EXITED LEP STUDENTS, MEDIAN PERCENTILES, ITBS, 1995-96
(Group 2 Exits 6/1/94 through 5/31/96)

1995-96	READING		MATHEMATICS		COMPOSITE	
GRADE	Number Tested	Median Percentile	Number Tested	Median Percentile	Number Tested	Median Percentile
3	42	54	42	77	2	54
5	69	45	70	68	68	55
8	25	41	27	44	25	45

ITBS = Iowa Tests of Basic Skills

(Median percentile - The 50th percentile is the national average on all tests at all grades. The 50th percentile means 50% of the national norm group made a lower score.)

In 1995-96, former LEP students (Group 1) continued to maintain lower rates for potential retention and with two exceptions, lower percentages for discipline problems. For both middle/junior high and high school, their grade point average (GPA) was higher than the District's. Attendance rates were higher than the District's rates for both elementary and middle/junior high, and slightly lower for high school. The achievement of former LEP students on TAAS was generally high, with lower percentages passing grades 7 and 8 on the Mathematics Tests and all tests taken.

Former LEP Students (Group 1) Exited Between August 25,1994 through May 31, 1994

In an effort to observe the progress of former LEP students (Group 1), the group of exited students from the 1994-95 Bilingual Report was revisited through GENESYS. As in the previous year, outcome data were obtained for the three groups of students -- elementary, middle/junior high school and high school. In 1995-96, of the original 380 students, a total of 371 former LEP students was identified. Eight of the nine seniors in 1994-95 graduated and one student dropped out. In 1995-96, the exited students in Group 1 were in grades 4-12; 189 students were in grades 4-6, 115 in grades 6-8, and 67 in grades 9-12 (see Figure 23). GENESYS data for the former LEP students are summarized across grade spans in Figure 31. As illustrated in Figure 31:

- Compared to the rates of AISD middle school/junior high school and high school students leaving school before completing the year as of the end of the 1995-96 year, the school leaver rates for the middle/junior high school former LEP students were slightly higher, and the rates for the high school students were lower than the District's school leaver rates.

- Lower percentages of former LEP students were recommended in spring 1996 for potential retention the following year than were students districtwide, at all three levels.

- Compared with the GPA's for all middle/junior high school and high school students, the GPA's of former LEP students were higher.

- The attendance rates of former LEP students were higher than the respective District attendance rates for elementary, and middle/junior high school, both in fall 1995 and spring 1996. The attendance rates for both semesters were lower than the District rates for former high school students.

- Compared with the percentages of students involved in discipline incidents, the percentages of exited LEP students were lower in fall 1995 and higher in spring 1996 for both elementary and high school students; the percentages for middle/junior high school students for both semesters were lower than the District's percentages.

FIGURE 31
EXITED LEP STUDENTS, OTHER INDICATORS OF PROGRAM EFFECTIVENESS, 1995-96
(Group 1 Exits 8/25/92 through 5/31/94)

INDICATOR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
School Leaver Rate						
Compared to District	N/A		1.3%		6.1%	
Compared to themselves			1.6%		4.0%	
Potential Retention Rate						
Compared to District	0.3%		12.3%		10.4%	
Compared to themselves	0.0%		4.8%		8.0%	
Grade Point Average			Fall	Spring	Fall	Spring
Compared to District	N/A		83.3	83.1	78.4	78.1
Compared to themselves			84.3	84.0	79.0	79.8
Attendance Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	96.0%	94.9%	94.5%	92.5%	90.1%	87.6%
Compared to themselves	97.7%	96.4%	95.3%	92.8%	88.6%	86.8%
Discipline Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	0.6%	0.6%	4.2%	4.4%	3.4%	2.8%
Compared to themselves	0.5%	1.0%	3.2%	4.0%	0.0%	4.0%

The achievement of the 371 formally exited LEP students as measured by standardized tests is presented in Figures 32 and 33. Figure 32 presents the spring 1996 TAAS results and Figure 33 gives the students' scores from the fall administration of the ITBS.

- High percentages of exited students in all grades passed the Reading Test. The percentages for the Mathematics Test were high for grades 4, 5, Elementary 6, and at the exit level; in grades 6 and 7 the percentages were 62% and 63%, respectively several percentage points below the accepted standard. On all tests taken less than half (46%) of the students in grade 8 passed. Grades 4, and exit level were above the accepted standard.

- In 1995-96, the ITBS was administered grades 3, 5, and 8. The former LEP students in grade 5 scored above the national average on Reading, Mathematics, and Composite tests. Former LEP students in grade 8 scored below the national average on the three tests.

FIGURE 32
EXITED LEP STUDENTS, PERCENT PASSING TAAS, 1995-96
(Group 1 Exits 8/25/92 through 5/31/94)

1995-96	READING		MATHEMATICS		ALL TEST TAKEN	
GRADE	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	*	*	*	*	*	*
4	40	93%	37	89%	41	85%
5	66	94%	66	94%	66	91%
EL 6**	60	85%	62	74%	62	61%
MS 6**	*	*	*	*	*	*
7	50	90%	50	62%	50	60%
8	38	79%	38	63%	41	46%
Exit	42	88%	42	76%	42	71%

*Formally exited LEP students were not present in grades 3 and MS 6.
**El 6 = Elementary grade 6 **MS 6 = Middle school grade 6

FIGURE 33
EXITED LEP STUDENTS, MEDIAN PERCENTILES, ITBS, 1995-96
(Group 1 Exits 8/25/92 through 5/31/94)

1995-96	READING		MATHEMATICS		COMPOSITE	
GRADE	Number Tested	Median Percentile	Number Tested	Median Percentile	Number Tested	Median Percentile
5	68	53	68	75	67	69
8	39	39	39	41	37	41

LEP SERVED VERSUS PARENT REFUSALS

In addition to longitudinal follow-up, program effectiveness may also be gauged by the comparison of outcome indicators for LEP students being served and the LEP students whose parents refused program services. Because it is neither ethically nor legally possible to assign students to a control group for the purposes of evaluating program effect, "LEP refusals," as they may be termed, constitute a naturally occurring comparison group. The students differ from the served LEP students in that, as a group, their parents decided to refuse program services, but in other respects they have similar characteristics and are therefore useful for comparison purposes.

In the section that follows, served LEP students are compared with refusals in terms of achievement, attendance, discipline rates, potential retention rates, and school leaver rates. Data were obtained from the 1995-96 school year from GENESYS. Where the differences between the groups served favor the LEP-served, they may be taken as evidence of student improvement and the effectiveness of the Bilingual/ESL program in AISD.

TAAS

In the 1995-96 school year, TAAS tests were administered in grades 3-8 and exit level (beginning in grade 10).

As Figures 34 and 35 present the TAAS percents passing for both LEP refusals and LEP served, and Figure 36 shows the differences between the two groups:

- In reading, passing percentages were higher for LEP refusals in grades 3, Middle School 6, 7, 8, and Exit Level (in five of eight comparisons).
- In mathematics, the passing percentages were higher for LEP refusals in grades 5, Elementary 6, 8, and at the Exit Level (in four of eight comparisons).
- On all TAAS tests taken, the passing percentages were higher for LEP refusals in grades Elementary 6, Middle School 6, 8, and at the Exit Level; LEP served had higher percentages in grades 3, 4, 5, and 7 (in four of eight comparisons).
- With the exception of grade 3 in reading, LEP served had higher passing percentages in grades 3, 4, and 5 in reading, mathematics, and all tests taken.
- With the exceptions of grade 7 in mathematics and grade 7 in all tests taken, LEP refusals had higher passing percentages in grades Elementary 6, Middle School 6, 7, 8, and Exit Levels in reading, mathematics, and all tests taken.

FIGURE 34
LEP REFUSALS, PERCENT PASSING TAAS, 1995-96

1995-96	READING		MATHEMATICS		ALL TESTS TAKEN	
GRADE	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	30	50%	28	43%	32	34%
4	40	18%	40	18%	48	15%
5	40	45%	41	44%	41	34%
EL 6*	8	50%	8	50%	9	44%
MS 6*	79	48%	77	31%	84	24%
7	146	42%	150	22%	156	17%
8	149	37%	154	18%	166	12%
Exit	221	57%	221	48%	221	38%

El 6 = Elementary grade 6 MS 6 = Middle school grade 6

FIGURE 35
LEP SERVED, PERCENT PASSING TAAS, 1995-96

1995-96	READING		MATHEMATICS		ALL TESTS TAKEN	
GRADE	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	306	46%	310	50%	315	35%
4	270	42%	275	49%	370	38%
5	361	47%	359	47%	372	35%
EL 6*	69	41%	71	37%	71	21%
MS 6*	347	26%	350	31%	357	17%
7	318	39%	316	24%	330	18%
8	211	24%	219	17%	235	7%
Exit	446	40%	446	46%	446	23%

El 6 = Elementary grade 6 MS 6 = Middle school grade 6

FIGURE 36
DIFFERENCES IN PERCENT PASSING TAAS TESTS, LEP SERVED AND REFUSALS 1994-95 AND 1995-96, READING, MATHEMATICS, AND ALL TESTS TAKEN

GRADE	READING			MATHEMATICS			ALL TESTS TAKEN		
	Refusals	Served	Δ*	Refusals	Served	Δ*	Refusals	Served	Δ*
3	50%	46%	-4	43%	50%	+7	34%	35%	+11
4	18%	42%	+24	18%	49%	+31	15%	38%	+23
5	45%	47%	+2	44%	47%	+3	34%	35%	+1
EL 6**	50%	41%	-9	50%	37%	-13	44%	21%	-23
MS 6**	48%	26%	-22	31%	31%	-0-	24%	17%	-7
7	42%	39%	-3	22%	24%	+2	17%	18%	+1
8	37%	24%	-13	18%	17%	-1	12%	7%	-5
Exit	57%	40%	-17	48%	46%	-2	38%	23%	-15

Δ = Difference. Percent of students served minus percent of refusals.
EL 6 = Elementary grade 6 MS 6 = Middle school grade 6
A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused services.

School Leaver Rates

The data on school leaver rates indicates that the school leaver rates for both middle/junior high school and high school were lower for the LEP refusals than for the LEP served. Compared to the District's rates, the LEP refusal rates were lower for both middle/junior high school and high school than the District's rates. The LEP served had a lower rate for middle/junior high school, but the high school rate was slightly higher when compared to the District's rates.

Potential Retention Rates

The data on retention indicates that the potential retention rates for elementary, middle/junior high school and high school were lower for the LEP served for all three groups than for the LEP refusals. Compared to the District's rates, the LEP served and LEP refusals had higher potential retention rates than the District's rates.

Grade Point Average (GPA)

The data on grade point average indicates that LEP students who are served by the bilingual/ESL program in high school and middle/junior high school maintain a higher grade point average that the students who do not participate in the program because of parental refusal.

Attendance

The data on attendance indicates that LEP students who are served by the bilingual/ESL program have higher attendance rates in middle/junior high and high school than the LEP refusals. The attendance rate for the students served in the elementary grades was higher in the spring semester than the rate for LEP refusals.

Discipline

The data on discipline indicates that LEP students who are served by the bilingual/ESL program have lower discipline rates that the LEP refusals in the elementary and middle/junior high school. The rates for the LEP students served in high school were lower in the fall semester and higher in the spring semester when compared to the students whose parents refused program services.

See Figures 37 and 38 for other indicators of program effectiveness for students who are served by the program and students whose parents refuse program services.

FIGURE 37
LEP REFUSALS, OTHER INDICATORS OF PROGRAM EFFECTIVENESS, 1995-96

INDICATOR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
School Leaver Rate						
Compared to District	N/A		1.3%		6.1%	
Compared to themselves			0.4%		4.0%	
Potential Retention Rate						
Compared to District	0.3%		12.3%		10.4%	
Compared to themselves	0.8%		20.8%		25.0%	
Grade Point Average			Fall	Spring	Fall	Spring
Compared to District	N/A		83.3	83.1	78.4	78.1
Compared to themselves			79.8	79.7	73.3	72.3
Attendance Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	96.0%	94.9%	94.5%	92.5%	90.1%	87.6%
Compared to themselves	96.2%	95.0%	93.0%	90.4%	88.5%	83.9%
Discipline Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	0.6%	0.6%	4.2%	4.4%	3.4%	2.8%
Compared to themselves	1.9%	1.5%	5.5%	7.1%	4.2%	2.9%

FIGURE 38
LEP SERVED, OTHER INDICATORS OF PROGRAM EFFECTIVENESS, 1995-96

INDICATOR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
School Leaver Rate						
Compared to District	N/A		1.3%		6.1%	
Compared to themselves			0.6%		6.2%	
Potential Retention Rate						
Compared to District	0.3%		12.3%		10.4%	
Compared to themselves	0.4%		14.9%		23.8%	
Grade Point Average			Fall	Spring	Fall	Spring
Compared to District	N/A		83.3	83.1	78.4	78.1
Compared to themselves			81.4	81.6	74.1	74.1
Attendance Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	96.0%	94.9%	94.5%	92.5%	90.1%	87.6%
Compared to themselves	96.1%	95.2%	94.7%	92.8%	89.4%	84.8%
Discipline Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	0.6%	0.6%	4.2%	4.4%	3.4%	2.8%
Compared to themselves	0.3%	0.3%	5.2%	5.6%	3.8%	3.2%

EMERGENCY IMMIGRANT EDUCATION PROGRAM

PROGRAM DESCRIPTION

The Emergency Immigrant Education program provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The program has been moved to Title VII, Part C (Sec.7301). Federal law states the following:

> "(a) FINDINGS.-The Congress finds that-
> "(1) the education of our Nation's children and youth is one of the most sacred government responsibilities:
> "(2) local education agencies have struggled to fund adequately education services;
> "(3) in the case of Plyler v. Doe the Supreme Court held that the States have a responsibility under the Equal Protection Clause of the Constitution to Educate all children, regardless of immigrant status; and
> "(4) immigration policy is solely the responsibility of the Federal Government.
>
> "(b) PURPOSE.-The purpose of this part is to assist eligible local education agencies that experience unexpected large increases in their student population due to immigration-
> "(1) provide high quality instruction to immigrant children and youth; and
> "(2) help such children and youth-
>   (A) with their transition to American Society; and
>   (B) meet the same challenging state performance standards of all children and youth.

Immigrant students identified as limited English proficient in AISD participate in one of two programs: bilingual education which provides dual language instruction in the major content areas, and/or in ESL which provides intensive English instruction. The purposes of the evaluation are to gather data required by the State, and to review the data in terms of how it contributes to providing high-quality instruction and assists immigrant students in meeting the same challenging state performance standards expected of all students.

Student Characteristics

Upon their arrival to AISD immigrant students are identified through the Home Language Survey. A record with date of entry and other pertinent data is created and becomes part of a database. In January 1996, a roster of immigrant students was created so that data from the District's mainframe computer could be accessed. The following information is based on the count of students up to that point in time. In 1995-96, AISD served 2,223 immigrant students--1,484 elementary students (grades pre-K - 6), 347 middle school students (grades 6-8), and 392 high school students (grades 9-12).

See Figure 39 for the number of immigrant students served and their respective grade levels.

FIGURE 39
IMMIGRANT STUDENTS SERVED BY AISD, BY GRADE, 1995-96

GRADE	NUMBER SERVED
Pre-K	130
K	293
1	341
2	227
3	160
4	169
5	139
El 6*	25
Elementary Pre-K - 6 Total	1,484
MS 6*	118
7	115
8	114
Middle School 6-8 Total	347
9	177
10	107
11	74
12	34
High School 9-12 Total	392
Total Pre-K - 12	2,223

*El 6 = Elementary grade 6 * MS 6 = Middle school grade 6

Demographics

Figure 40 presents demographic information on AISD's immigrant students for the 1995-96 school year. Most immigrant students are from low-income families. Like other limited-English proficient students, as immigrant students progress through school, a greater percent of them become overage for their grade level. In middle school 42%, of immigrant students were overage, and in high school 63% were overage for their grade levels.

FIGURE 40
IMMIGRANT STUDENTS SERVED, DEMOGRAPHIC INDICATORS, 1995-96

DEMOGRAPHIC INDICATORS	ELEMENTARY		MIDDLE SCHOOL		HIGH SCHOOL	
	Number	Percent	Number	Percent	Number	Percent
Low Income	1,322	89%	308	89%	294	75%
Overage for Grade	210	14%	145	42%	245	63%
Special Education	57	4%	6	2%	5	1%
Gifted and Talented	5	0%	0	0%	0	0%

Academic Progress

The achievement of immigrant students as measured by standardized tests (ITBS and TAAS) is presented in Figures 41 and 42. Figure 41 presents the spring 1996 TAAS results.

- Immigrant students in grades 3 and Elementary 6 exceeded TAAS State standards.
- The percentages of immigrant students passing mathematics were higher than the percentages passing reading even though mathematics and reading percentages were below the State standards.
- The remaining percentages at all grade levels and for all tests taken were below the State standards.

FIGURE 41
IMMIGRANT STUDENTS SERVED, PERCENT PASSING TAAS, 1995-96

1995-96	READING		MATHEMATICS		ALL TEST TAKEN	
GRADE	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	25	60%	25	72%	25	56%
4	34	47%	36	58%	38	42%
5	34	62%	35	66%	35	51%
EL 6*	8	50%	8	75%	8	50%
MS 6*	36	33%	36	61%	36	25%
7	36	47%	36	61%	38	39%
8	30	37%	33	55%	35	26%
Exit	212	37%	212	44%	212	25%

*El 6 = Elementary grade 6 *MS 6 = Middle school grade 6

Figure 42 gives the scores from the fall administration of the ITBS.

- Immigrant students in grade 3 in mathematics were at the 49th percentile, and students in grade 5 were at the 46th percentile on the ITBS.
- The median percentiles for all grades in reading were below the national average.

FIGURE 42
IMMIGRANT STUDENTS SERVED, MEDIAN PERCENTILES, ITBS, 1995-96

1995-96	READING		MATHEMATICS		COMPOSITE	
GRADE	Number Tested	Median Percentile	Number Tested	Median Percentile	Number Tested	Median Percentile
3	18	29	18	49	*	*
5	32	15	33	46	32	28
8	28	9	30	35	27	19

* Data not available.

Outcome data were obtained for the three groups of students -- elementary, middle/junior high school and high school through the use of GENESYS. Data for immigrant students are summarized across grade spans in Figure 43.

- Compared to the rates of AISD middle school/junior high school and high school students leaving school before completing the year as of the end of the 1995-96 year, the school leaver rates for the immigrant students were higher.
- Higher percentages of immigrant students in elementary and high school were recommended in spring 1996 for potential retention the following year than students districtwide.
- Compared to the GPA's for all middle/junior high school students, the GPA's for immigrant students were higher in middle/junior high school, and slightly lower and higher for the fall and spring semesters, respectively, for high school.
- The attendance rates for immigrant students were higher in elementary and middle/junior high school than the respective District attendance rates; the rate for the fall semester was the same as the District's and slightly lower in the spring semester for high school.
- Lower percentages of immigrant students were involved in discipline incidents at all three levels than were students districtwide, both in fall 1995 and spring 1996.

FIGURE 43
IMMIGRANT STUDENTS SERVED, OTHER INDICATORS OF PROGRAM EFFECTIVENESS, 1995-96

INDICATOR	ELEMENTARY		MIDDLE/JUNIOR HIGH SCHOOL		HIGH SCHOOL	
School Leaver Rate						
Compared to District	N/A		1.3%		6.1%	
Compared to themselves			3.5%		12.5%	
Potential Retention Rate						
Compared to District	0.3%		12.3%		10.4%	
Compared to themselves	0.6%		5.8%		17.6%	
Grade Point Average			Fall	Spring	Fall	Spring
Compared to District	N/A		83.3	83.1	78.4	78.1
Compared to themselves			84.5	85.0	75.9	78.4
Attendance Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	96.0%	94.9%	94.5%	92.5%	90.1%	87.6%
Compared to themselves	96.3%	95.5%	96.3%	95.1%	90.1%	87.4%
Discipline Rate	Fall	Spring	Fall	Spring	Fall	Spring
Compared to District	0.6%	0.6%	4.2%	4.4%	3.4%	2.8%
Compared to themselves	0.1%	0.3%	2.0%	2.3%	1.3%	1.3%

Instructional Materials Purchased

A detailed review of the purchase requisitions submitted by the schools indicated the manner in which schools opted to allocate their immigrant money to allow for the purchase of instructional materials appropriate for language minority students. The number of immigrant students in attendance at the schools determined the amount of money allocated to each school. A variety of instructional materials was purchased to supplement the materials available to immigrant students at all grade levels. Some of the instructional materials included: bilingual books, encyclopedia sets, and picture dictionaries; ESL exercises to develop language skills; Spanish crossword puzzles, language materials in social studies, science, mathematics and language arts.

Instructional materials and other reading materials were purchased by 16 elementary schools. Four elementary schools purchased computers and three other schools purchased additional computer software. *Estrellita, A Spanish Reading Program* for beginning readers was bought by six schools, and one elementary school allocated some of its resources for instructional supplies. The 15 middle/junior high schools in the District allocated their money to enhance their library resources in an effort to provide immigrant students with an array of educational materials readily available. One high school purchased pre-algebra books, and the two other high schools bought Spanish/English dictionaries and other books of instructional value and interest to high school students.

Survey Results

As part of the evaluation of the use of immigrant grant funds, a survey was designed to gather information from principals, helping teachers, librarians, and teachers. The bilingual coordinators collaborated in the development and final design of the survey and made recommendations for potential respondents. In spring 1996, the survey was sent to 111 respondents and 93 (84%) were returned. The areas addressed in the surveys were: library resources, other reading materials, computer equipment and software, and the Estrellita Spanish Reading Program.

The 19 respondents for the *Computer Equipment and Software Materials Survey* included teachers, librarians, helping teachers and a principal. In the opinion of the respondents:

- 84% strongly agreed and/or agreed that the use of instructional technology had a positive effect on the academic progress of immigrant students.
- 63% indicated that the computer equipment and software/materials purchased were used in the classroom by immigrant students every day or several times a week.
- 63% strongly agreed and/or agreed that the computer equipment and software/materials were beneficial to other students.
- 74% indicated that they had changed their teaching styles by integrating technology into their curriculum.

Among the most effective software programs mentioned at least by two respondents were: Bilingual Writing Center, Living Story Books, Clarisworks (word processing and drawing), Rosetta Stone, Super Print, Math Shop Jr., Ami Pro, and Norton Desktop. Other programs mentioned once include: Kid Pix, Mille's Math House, Bank Street Writer, Mario Bros. Keyboarding, Plato Lab, Bilingual Storybook Weaver, Estrellita, Amazing Picture Dictionary, Type to Learn, Talking Storybooks, Kid Pix II - Slide Show, Eyewitness Software Nature/Science, Talking Tutor, and IBM - Vale Program and Math Tutorials.

The 35 respondents for the *Other Reading Materials Survey* consisted of teachers, librarians, helping teachers, principals, and a counselor. In the opinion of the respondents:

- 66% collaborated with another professional or were part of a team or a committee in making the decisions concerning what other reading materials to purchase with the funds.
- 94% strongly agreed and/or agreed that the other reading materials for the classroom purchased increased the variety of learning materials available to immigrant students.
- 86% strongly agreed and/or agreed that the other reading materials purchased were effective in accelerating/enriching the educational experience of immigrant students.
- 83% strongly agreed and/or agreed that the other reading materials purchased were beneficial to other students.
- 94% indicated that the other reading materials purchased were used in the classroom by immigrant students every day or several times a week.

The type of other reading materials purchased consisted of books, software, audio-visual materials, learning games, puzzles, maps and globes, charts, encyclopedias, dictionaries, and teacher resource books. The subject areas addressed were English/Language Arts, science, social studies, mathematics, and health. Materials were bought in Spanish, English, Korean, and Vietnamese.

The 33 respondents for the *Library Resources Survey* included teachers, librarians, and a helping teacher. In the opinion of the respondents:

- 79% collaborated with another professional or were part of a team or a committee in making the decisions concerning what library resources to purchase with the funds.
- 97% strongly agreed and/or agreed that the library resources purchased increased the variety of learning materials available to immigrant students.
- 79% strongly agreed and/or agreed that the library resources purchased were effective in accelerating/enriching the educational experience of immigrant students.
- 64% strongly agreed and/or agreed that the library resources purchased were beneficial to other students.
- 76% indicated that the library resources purchased were used in the library or checked out by immigrant students every day or several times a week.

The type of library resources purchased consisted of books, audio-visual materials, maps and globes, computer software, encyclopedias, bilingual dictionaries, science notes, and games. The subject areas addressed were English/Language Arts, science, social studies, and mathematics. Library resources were bought in the Spanish, English, Korean, and Haitian languages.

The six respondents to the *Estrellita Spanish Reading Program Survey* were teachers. Two other teachers submitted their surveys with notes conveying the reading program had not been implemented during the current school year. Therefore they were not able to respond to the survey. In the opinion of the teachers who responded:

- 83% strongly agreed and/or agreed that using the reading program had a positive effect on the academic progress of language minority students.
- 83% strongly agreed and/or agreed that using the reading program accelerated the reading process for immigrant students in Spanish reading.
- 67% strongly agreed and/or agreed that the "Initial Sounds Progress Chart(s) and the Syllable Progress Chart(s)" were helpful in monitoring instruction for language minority students.
- 100% agreed that using the reading program helped improve spelling instruction for immigrant students.
- 67% strongly agreed and/or agreed that the mini-books in the reading program were helpful in building fluency in language minority students.

In an effort to help immigrant students meet the same challenging State performance standards, tuition scholarships are provided to immigrant students to attend summer school. The objective is to assist language minority students in obtaining credits needed for graduation. In summer 1996, 23 high school students were provided with tuition scholarships. The variety of academic courses taken by the students consisted of ESL, reading, English II A & B, Spanish I B, Math of Money, Geometry A & B, Algebra 1 B & C, government, economics, art and other subjects. Immigrant students were provided with two teacher assistants who provided tutorial services during summer school.

A *Student Survey - Tutors (Summer School)* was designed to collect data from students concerning their tutors and summer school. The teacher assistants/tutors were asked for their assistance in administering the survey. Twenty-three surveys were sent to students and 16 (70%) returned. In the opinion of the students:

- 81% strongly agreed and/or agreed the classroom materials and/or textbooks they were using were helpful.
- 94% strongly agreed and/or agreed that the opportunity to practice their English language skills with their tutor was helpful.
- 75% strongly agreed and/or agreed that they found working cooperatively in small groups was helpful.
- 94% strongly agreed and/or agreed their tutor(s) were available to help them with their homework most of the time.
- 88% of the students worked with their tutor(s) every day or several times during the week.

The tutor(s) assisted students by helping them learn new subject material, preparing for tests, practicing English through conversation, translating, and working in small groups.

PARENTAL REFUSALS

An area of significant concern for the OCR was the high number of students whose parents refused the services of the Bilingual/ESL Program. In 1994-95, the number of parental refusals was 14.7% of all identified LEP students, and the proportion of denials was especially high in the middle school (31.0%) and high school (38.7%) levels. In 1995-96, the number of parental refusals decreased to 11.9% for the overall LEP population. Both the middle school (24.8%) and the high school (27.9%) rates for parental refusals declined for the current school year. The high rates of parental refusals reflects a cumulative number. The high rates of parental refusals has been discussed at both the State and District levels.

The high rate of refusals, especially at middle/junior high school and high school, can be examined from a different perspective. Perhaps high rates of refusals are an appropriate alternative in providing students with the course work they need. Once language minority students have had two or more years of ESL instruction at the middle/junior high school and high school levels, they are better served in mainstreamed content area classes because they can be promoted and earn credits for graduation. Since most of the regular content area teachers in middle/junior high and high school are not ESL certified, parental refusals are obtained as LEP students are mainstreamed into the regular curriculum. ESL ExCET training is offered by the District for teachers who want to be ESL certified through examination. It is a District goal to recruit or train and certify more bilingual and ESL teachers at all grade levels.

A bilingual coordinator attended a State training meeting in the 1996 spring semester and returned with the suggestion of reviewing the LEP Refusal File. The review entailed matching the LEP Refusal File with the TAAS File with the purpose of identifying LEP refusals who had successfully completed the TAAS tests. Since students can exit LEP status by passing all three TAAS tests (Reading, Writing and Mathematics), it was determined that LEP refusals passing the TAAS tests could be removed from the LEP Refusal File.

The outcome of matching the LEP Refusal File and the TAAS File resulted in identifying 185 LEP refusals who have passed all tests taken. *Of the 185 students identified, 156 were in middle/junior high school and high school*. These students should not be considered LEP refusals because they meet program exit criteria. Figure 44 shows the number of percent passing TAAS in writing, reading, mathematics, and all tests taken.

FIGURE 44
LEP REFUSALS PASSING ALL TAAS TESTS TAKEN, 1995-96
(N = 766)

GRADE	WRITING		READING		MATHEMATICS		ALL TESTS TAKEN	
	Number	Percent Passing	Number	Percent Passing	Number	Percent Passing	Number	Percent Passing
3	*	*	15	50.0%	12	42.8%	11	34.3%
4	24	52.1%	8	18.1%	7	15.5%	4	8.3%
5	*	*	18	45.0%	18	43.9%	14	34.1%
6	*	*	42	48.2%	28	32.5%	24	25.5%
7	*	*	63	42.8%	33	21.7%	27	17.0%
8	53	33.3%	55	36.1%	28	17.8%	21	12.2%
Exit	149	67.4%	128	57.9%	109	49.3%	84	38.0%

* The TAAS Writing Test is not administered in grades 3, 5, 6, and 7.

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ATTACHMENT 1

Text of 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.

(a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.

(b) To ensure a comprehensive monitoring and assessment effort of each district at least every three years, data reported by the district in the Public Education Information Management Systems (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

89.1265. Evaluation.

(a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

(b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).

(c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language at least annually.

(d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically details performance measures for the limited English proficient students proposed to be served each year.

(e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code. 11.253, for the purpose of improving student performance for limited English proficient students.

ATTACHMENT 2
BILINGUAL/ESL PROFESSIONAL TEACHER TRAINING, 1995-96

DATE AND TIME	TITLE	TOPIC/DESCRIPTION	GRADE LEVEL AND NUMBER ATTENDING
07/19/95 8:30AM-3:30PM PDA* A/A** 6 HRS.	ESL Teacher Institute-Integration of Video and Other Technology	● Train teachers in the use of television as a language learning tool for ESL students.	Pre-K-12 13 Teachers
08/22/95 8:30AM-11:30AM PDA* A/A** 3 HRS.	Language Assessment Proficiency Committee (LPAC) *Elementary*	● Review and update State and District guidelines concerning LEP students.	Pre-K-6 60 Teachers
08/22/95 3:30PM-4:30PM PDA* A/A** 1 HRS.	Bilingual/ESL Handbook	● Provide and increase awareness of the Bilingual/ESL Program.	Pre-K-6 41 Teachers
08/23/95 3:15PM-4:30PM PDA* A/A** 1 HR. & 15 MIN.	New Bilingual Teacher Orientation	● Review with teachers the bilingual program, the identification process, the instructional program, and the appropriate placement of LEP students.	Pre-K-6 12 Teachers
08/23/95 4:30PM-5:30PM PDA* A/A** 1 HR.	New Bilingual Teacher Orientation	● Review with teachers the bilingual program, the identification process, the instructional program, and the appropriate placement of LEP students.	Pre-K-6 11 Teachers
08/23/95 8:30AM-10:30AM PDA* Application** 2 HRS.	Language Assessment Proficiency Committee (LPAC) *Secondary*	● Review and update State and District guidelines concerning LEP students.	6-12 20 Teachers 1 Coordinator
08/28/95 3:15 PM-4:15PM PDA* A/A** 1 HR.	Pre-Individual Diagnostic English Assessment (Pre-Idea) Test Training	● Use of the Pre-Idea test to identify LEP students in elementary schools.	Pre-K 3 Teachers
08/28/95 3:15PM-4:30PM PDA* A/A** 1 HR. & 15 MIN.	Language Assessment Scales (LAS) Test Training	● Use of the LAS test to identify LEP students ready to make the transition to English reading.	2-5 13 Teachers

* PDA = Professional Development Academy
** A/A = Levels of training at PDA - awareness and application

ATTACHMENT 2 (cont.)

DATE AND TIME	TITLE	TOPIC/DESCRIPTION	GRADE LEVEL AND NUMBER ATTENDING
08/28/95 3:15PM-4:30PM PDA* A/A** 1 HR. & 15 MIN.	Individual Diagnostic English Assessment (IDEA) Test Training	● Use of the IDEA test to identify LEP students.	Pre-K 3 Teachers
09/05/95 3:30PM-6:30PM PDA* A/A** 3 HRS.	Spanish Supplementary Reading Basal - Grade 1 Bilingual Teachers	● Overview of new State-adopted Spanish supplementary reading materials, and presentation of whole language activities found in thematic units.	1 19 Teachers
09/06/95 3:30PM-6:30PM PDA* A/A** 3 HRS.	Spanish Supplementary Reading Basal - Grade 2 Bilingual Teachers	● Overview of new State-adopted Spanish supplementary reading materials, and presentation of whole language activities found in thematic units.	2 13 Teachers 1 Coordinator
09/12/95 8:30AM-4:00PM PDA* Application** 6 HRS.	Integrating ESL Instruction - Middle School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	6-8 7 Teachers 3 Coordinators
09/16/95 9:00AM-4:00PM PDA* A/A** 6 HRS.	ESL ExCET Review (Examination for the Certification of Educators in Texas)	● Review ESL methodology, testing strategies, and prepare teachers for the state certification examination.	Pre-K-12 14 Teachers 3 Coordinators
09/19/95 3:30PM-5:00PM PDA* A/A** 1 HR. & 30 MIN.	Effective Instruction for Language Minority Children	● Train teachers to identify, test, and implement the bilingual program adapted for special education LEP students.	Pre-K-12 2 Teachers
09/23/95 9:00AM-4:00PM PDA* A/A** 6 HRS.	TOPT Review (Texas Oral Proficiency Test)	● Review information about the TOPT format, specific grammatical structures, plenty of practice,tips and techniques for TOPT items.	Pre-K-6 7 Teachers 3 Coordinators

* PDA = Professional Development Academy

** A/A = Levels of training at PDA - awareness and application

ATTACHMENT 2 (cont.)

DATE AND TIME	TITLE	TOPIC/DESCRIPTION	GRADE LEVEL AND NUMBER ATTENDING
09/23/95 9:00AM-4:00PM PDA* A/A** 6 HRS.	ESL ExCET Review (Examination for the Certification of Educators in Texas)	● Review ESL methodology, testing strategies, and prepare teachers for the state certification examination.	Pre-K-12 18 Teachers and 1 Special Education Teacher
09/26/95 8:30AM-4:00PM PDA* Application** 6 HRS.	Integrating ESL Instruction - High School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	9-12 11 Teachers 2 Coordinators
10/03/95 8:30AM-4:00PM PDA* Application** 6 HRS.	Integrating ESL Instruction - Middle School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	6-8 12 Teachers 2 Coordinators
10/03/95 3:30AM-4:30PM PDA* A/A** 1 HR.	Estrellita - Accelerated Beginning Spanish Reading Program	● Present a supplemental program designed to teach all of the elements necessary to transform a nonreader into a reader.	1-3 19 Teachers
10/10/95 8:30AM-4:00PM PDA* Application** 6 HRS.	Integrating ESL Instruction - High School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	9-12 14 Teachers
10/24/95 1:00PM-6:00PM PDA* A/A** 5 HRS.	Bilingual/ESL Book and Materials Fair	● Display of bilingual instructional books and materials for language acquisition.	Pre-K-12 99 Teachers 10 Staff/Others
11/14/95 8:30AM-3:30PM PDA* A/A** 6 HRS.	Spanish TAAS Training for Grades 3 and 4	● Present Spanish TAAS reading and mathematics strategies for bilingual teachers.	3-4 52 Teachers
01/23/96 8:30AM-4:00PM PDA* Application** 6 HRS.	Integrating ESL Instruction - Middle School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	6-8 8 Teachers

* PDA = Professional Development Academy
** A/A = Levels of training at PDA - awareness and application

ATTACHMENT 2 (cont.)

DATE AND TIME	TITLE	TOPIC/DESCRIPTION	GRADE LEVEL AND NUMBER ATTENDING
01/30/96 8:30AM - 4:00PM PDA* Application** 6 HRS.	Integrating ESL Instruction - High School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	9-12 14 Teachers 1 Coordinator
02/8/96 8:00AM - 3:30PM PDA* A/A** 6 HRS.	Spanish TAAS Training	● Discuss the latest information on the contents of the Spanish TAAS, and instructional strategies for successful student preparation.	3-4 62 Teachers 2 Coordinators
03/2/96 9:00AM - 4:00PM PDA* A/A** 6 HRS.	ESL ExCET Review (Examination for the Certification of Educators in Texas)	● Review ESL methodology, testing strategies, and prepare teachers for the State certification examination.	Pre-K-12 13 Teachers
04/11/96 8:30AM - 3:30PM PDA* A/A** 6 HRS.	Integrating ESL Instruction - Middle/High School	● Develop an ESL thematic unit to integrate reading, writing, content area concepts and skills. Group work.	6-12 8 Teachers
04/16/96 4:00PM - 7:00PM PDA* A/A** 3 HRS.	KLRU - LEP Summer School Family Literacy	● Enhance the literacy skills of young children, a joint project with KLRU - Channel 18.	K-1 6 Teachers
05/25/96 9:00AM - 4:00PM PDA* A/A** 6 HRS.	ESL ExCET Review (Examination for the Certification of Educators in Texas)	● Review ESL methodology, testing strategies, and prepare teachers for the state certification examination.	Pre-K-12 14 Teachers
05/28/96 8:00AM - 1:00PM CAC Awareness* 5 HRS.	LEP Summer School Inservice	● Inform and prepare summer school teachers with bilingual oral language development (Spanish/English) and mathematics curricula.	K-1 60 Teachers 3 Administrators
05/28/96 8:30AM-11:30AM Brown Elementary Application* 3 HRS.	TAAS Reading Strategies	● Address specific learning strategies to increase bilingual students' reading scores on TAAS.	3-6 5 Teachers

* PDA = Professional Development Academy

** A/A = Levels of training at PDA - awareness and application

ATTACHMENT 2 (cont.)

DATE AND TIME	TITLE	TOPIC/DESCRIPTION	GRADE LEVEL AND NUMBER ATTENDING
05/29/96 8:30AM-11:30AM Brown Elementary Application* 3 HRS.	TAAS Writing Strategies	● Address specific learning strategies to increase bilingual students' writing scores on TAAS.	3-6 5 Teachers
05/30/96 8:30AM-11:30AM Brown Elementary Application* 3 HRS.	TAAS Mathematics Strategies	● Address specific learning strategies to increase bilingual students' mathematics scores on TAAS.	3-6 5 Teachers
06/25/96 06/26/96 06/27/96 7:00PM - 8:30PM A/A* 3 school sites 4 HRS. & 30 MIN.	Family Literacy Nights LEP Summer School	● Enhance the literacy skills of young children, a joint project with KLRU - Channel 18.	K-1 6 Teachers Parents in Attendance 80 Dawson Elementary 39 Govalle Elementary 58 Pecan Springs Elementary 177 Total Number of Parents in attendance

* PDA = Professional Development Academy

** A/A = Levels of training at PDA - awareness and application

ATTACHMENT 3.1
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

BILINGUAL/ESL HANDBOOK (N = 32)
August 22, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated		3%		34%	63%	
Relevant	3%		3%	28%	66%	
Content and Instruction:						
Were in agreement with stated objectives		3%		34%	63%	
Were stimulating		9%	6%	44%	41%	
Were at appropriate levels		3%	13%	28%	56%	
Were appropriately paced		6%	13%	25%	56%	
Indicated thoughtful planning		3%	6%	34%	56%	
Were effectively organized		3%	3%	34%	59%	
Instructor:						
Was well-prepared	3%		3%	28%	66%	
Was knowledgeable	3%		3%	25%	69%	
Used effective teaching techniques	3%	3%	6%	31%	50%	6%
Provided for individual differences	3%		9%	31%	50%	6%
Encouraged exchange of ideas		6%	9%	25%	56%	3%
Environment:						
Facilities were adequate		3%	6%	28%	59%	3%
Time was appropriate	3%	6%	3%	31%	53%	3%
Summative Reactions:						
Use information presented in this session	3%			25%	72%	
Would like more training in this area		9%	19%	34%	34%	3%
Recommend this activity to my colleagues	3%		13%	34%	44%	6%

ATTACHMENT 3.2 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

NEW BILINGUAL TEACHER ORIENTATION (N = 8)
August 23, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				50%	50%	
Relevant				37%	62%	
Content and Instruction:						
Were in agreement with stated objectives				25%	75%	
Were stimulating		12%		50%	37%	
Were at appropriate levels				50%	50%	
Were appropriately paced		12%		37%	50%	
Indicated thoughtful planning				37%	62%	
Were effectively organized			12%	25%	62%	
Instructor:						
Was well-prepared				12%	87%	
Was knowledgeable					100%	
Used effective teaching techniques		12%		25%	62%	
Provided for individual differences			25%	25%	50%	
Encouraged exchange of ideas			12%	37%	50%	
Environment:						
Facilities were adequate				50%	50%	
Time was appropriate		12%		37%	50%	
Summative Reactions:						
Use information presented in this session					100%	
Would like more training in this area		12%	12%	25%	50%	
Recommend this activity to my colleagues				12%	87%	

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ATTACHMENT 3.3 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

NEW BILINGUAL TEACHER ORIENTATION (N = 9)
August 23, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				56%	44%	
Relevant				67%	33%	
Content and Instruction:						
Were in agreement with stated objectives			11%	56%	33%	
Were stimulating			33%	56%	11%	
Were at appropriate levels				44%	56%	
Were appropriately paced				67%	33%	
Indicated thoughtful planning				67%	22%	11%
Were effectively organized				22%	78%	
Instructor:						
Was well-prepared				44%	56%	
Was knowledgeable				33%	67%	
Used effective teaching techniques				44%	56%	
Provided for individual differences				44%	56%	
Encouraged exchange of ideas				33%	67%	
Environment:						
Facilities were adequate				33%	67%	
Time was appropriate		11%	11%	33%	44%	
Summative Reactions:						
Use information presented in this session				44%	56%	
Would like more training in this area			22%	56%	22%	
Recommend this activity to my colleagues		11%		67%	11%	11%

ATTACHMENT 3.4 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

LANGUAGE ASSESSMENT PROFICIENCY COMMITTEE (LPAC) SECONDARY TRAINING
(N = 17)
August 23, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				41%	59%	
Relevant				29%	71%	
Content and Instruction:						
Were in agreement with stated objectives				65%	35%	
Were stimulating				65%	35%	
Were at appropriate levels				65%	35%	
Were appropriately paced				59%	41%	
Indicated thoughtful planning				47%	53%	
Were effectively organized			6%	41%	53%	
Instructor:						
Was well-prepared			6%	23%	71%	
Was knowledgeable				29%	71%	
Used effective teaching techniques			6%	35%	59%	
Provided for individual differences			6%	35%	59%	
Encouraged exchange of ideas				23%	76%	
Environment:						
Facilities were adequate		6%		35%	53%	6%
Time was appropriate		12%	12%	41%	35%	
Summative Reactions:						
Use information presented in this session				53%	47%	
Would like more training in this area		12%	18%	35%	29%	6%
Recommend this activity to my colleagues			12%	41%	41%	6%

ATTACHMENT 3.5 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

LANGUAGE ASSESSMENT SCALES (LAS) TEST TRAINING (N = 9)
August 28, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				33%	67%	
Relevant				33%	67%	
Content and Instruction:						
Were in agreement with stated objectives			22%		67%	11%
Were stimulating			11%	22%	67%	
Were at appropriate levels				33%	67%	
Were appropriately paced				11%	78%	11%
Indicated thoughtful planning				22%	78%	
Were effectively organized			11%	11%	78%	
Instructor:						
Was well-prepared				22%	67%	11%
Was knowledgeable				22%	78%	
Used effective teaching techniques				22%	78%	
Provided for individual differences				33%	67%	
Encouraged exchange of ideas				33%	67%	
Environment:						
Facilities were adequate				33%	67%	
Time was appropriate				33%	67%	
Summative Reactions:						
Use information presented in this session				33%	67%	
Would like more training in this area				33%	67%	
Recommend this activity to my colleagues				33%	67%	

ATTACHMENT 3.6 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INDIVIDUAL DIAGNOSTIC ENGLISH ASSESSMENT (IDEA) TEST TRAINING (N = 9)
August 28, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				11%	78%	11%
Relevant				33%	67%	
Content and Instruction:						
Were in agreement with stated objectives				22%	78%	
Were stimulating			22%	11%	67%	
Were at appropriate levels				33%	67%	
Were appropriately paced				22%	78%	
Indicated thoughtful planning				22%	78%	
Were effectively organized				22%	78%	
Instructor:						
Was well-prepared				22%	78%	
Was knowledgeable				22%	78%	
Used effective teaching techniques				22%	78%	
Provided for individual differences				22%	67%	11%
Encouraged exchange of ideas				22%	67%	11%
Environment:						
Facilities were adequate				22%	78%	
Time was appropriate				22%	78%	
Summative Reactions:						
Use information presented in this session			11%	22%	67%	
Would like more training in this area				22%	67%	11%
Recommend this activity to my colleagues				22%	67%	11%

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ATTACHMENT 3.7 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

PRE-INDIVIDUAL DIAGNOSTIC ENGLISH ASSESSMENT (IDEA) TEST TRAINING (N = 3)
August 28, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated					100%	
Relevant					100%	
Content and Instruction:						
Were in agreement with stated objectives					100%	
Were stimulating			33%		67%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning					100%	
Were effectively organized					100%	
Instructor:						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective teaching techniques					100%	
Provided for individual differences					100%	
Encouraged exchange of ideas					100%	
Environment:						
Facilities were adequate					100%	
Time was appropriate					100%	
Summative Reactions:						
Use information presented in this session			33%		67%	
Would like more training in this area	33%				33%	33%
Recommend this activity to my colleagues					100%	

ATTACHMENT 3.8 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

SPANISH SUPPLEMENTAL READING - GRADE 1 (N = 17)
September 5, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated	6%			35%	59%	
Relevant	6%			35%	53%	6%
Content and Instruction:						
Were in agreement with stated objectives	6%			29%	65%	
Were stimulating		6%	12%	29%	53%	
Were at appropriate levels	6%			35%	59%	
Were appropriately paced		6%		47%	47%	
Indicated thoughtful planning		6%	12%	35%	47%	
Were effectively organized	6%		6%	29%	59%	
Instructor:						
Was well-prepared		6%	6%	29%	59%	
Was knowledgeable	6%			29%	65%	
Used effective teaching techniques	6%		12%	41%	35%	6%
Provided for individual differences	6%	6%	6%	41%	35%	6%
Encouraged exchange of ideas		6%	12%	35%	41%	6%
Environment:						
Facilities were adequate		12%		23%	65%	
Time was appropriate		6%	12%	35%	47%	
Summative Reactions:						
Use information presented in this session	6%			41%	47%	6%
Would like more training in this area		23%	18%	35%	6%	18%
Recommend this activity to my colleagues	6%		18%	29%	29%	18%

ATTACHMENT 3.9 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

SPANISH SUPPLEMENTAL READING - GRADE 2 (N = 11)
September 6, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated			9%	27%	64%	
Relevant				36%	64%	
Content and Instruction:						
Were in agreement with stated objectives				36%	64%	
Were stimulating			9%	27%	64%	
Were at appropriate levels			9%	27%	64%	
Were appropriately paced				36%	64%	
Indicated thoughtful planning			9%	27%	64%	
Were effectively organized				36%	64%	
Instructor:						
Was well-prepared				36%	64%	
Was knowledgeable				45%	55%	
Used effective teaching techniques				45%	55%	
Provided for individual differences				45%	45%	9%
Encouraged exchange of ideas				64%	27%	9%
Environment:						
Facilities were adequate			9%	36%	45%	9%
Time was appropriate			18%	45%	36%	
Summative Reactions:						
Use information presented in this session				36%	64%	
Would like more training in this area		9%	18%	36%	18%	18%
Recommend this activity to my colleagues			9%	45%	36%	9%

ATTACHMENT 3.10 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN MIDDLE SCHOOL (N = 7)
September 12, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				43%	57%	
Relevant				57%	43%	
Content and Instruction:						
Were in agreement with stated objectives		14%		14%	71%	
Were stimulating				14%	86%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning				14%	86%	
Were effectively organized				14%	86%	
Instructor:						
Was well-prepared				14%	86%	
Was knowledgeable				14%	86%	
Used effective teaching techniques				14%	86%	
Provided for individual differences				14%	86%	
Encouraged exchange of ideas					100%	
Environment:						
Facilities were adequate				43%	57%	
Time was appropriate				57%	43%	
Summative Reactions:						
Use information presented in this session				43%	57%	
Would like more training in this area			28%	28%	43%	
Recommend this activity to my colleagues			14%	28%	57%	

ATTACHMENT 3.11 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

ESL EXCET REVIEW (N = 13)
September 16, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				38%	54%	8%
Relevant				46%	46%	8%
Content and Instruction:						
Were in agreement with stated objectives				38%	54%	8%
Were stimulating	8%	8%	15%	46%	15%	8%
Were at appropriate levels			8%	46%	38%	8%
Were appropriately paced		8%	8%	38%	38%	8%
Indicated thoughtful planning				46%	46%	8%
Were effectively organized			8%	30%	54%	8%
Instructor:						
Was well-prepared			8%	30%	54%	8%
Was knowledgeable			8%	38%	54%	
Used effective teaching techniques	8%		23%	38%	30%	
Provided for individual differences			15%	62%	23%	
Encouraged exchange of ideas				38%	62%	
Environment:						
Facilities were adequate				46%	54%	
Time was appropriate		8%	15%	46%	30%	
Summative Reactions:						
Use information presented in this session				30%	62%	8%
Would like more training in this area	8%	8%	15%	23%	23%	8%
Recommend this activity to my colleagues		8%		46%	30%	15%

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ATTACHMENT 3.12 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

TEXAS ORAL PROFICIENCY TEST (TOPT) (N = 5)
September 23, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				20%	80%	
Relevant					100%	
Content and Instruction:						
Were in agreement with stated objectives				40%	60%	
Were stimulating				40%	60%	
Were at appropriate levels				20%	80%	
Were appropriately paced				20%	80%	
Indicated thoughtful planning				20%	80%	
Were effectively organized				20%	80%	
Instructor:						
Was well-prepared				40%	60%	
Was knowledgeable				20%	80%	
Used effective teaching techniques				40%	60%	
Provided for individual differences				20%	80%	
Encouraged exchange of ideas					100%	
Environment:						
Facilities were adequate					100%	
Time was appropriate					100%	
Summative Reactions:						
Use information presented in this session					100%	
Would like more training in this area			20%	20%	60%	
Recommend this activity to my colleagues				20%	80%	

ATTACHMENT 3.13 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

ESL EXCET REVIEW (N = 17)
September 23, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				35%	65%	
Relevant				35%	65%	
Content and Instruction:						
Were in agreement with stated objectives				47%	53%	
Were stimulating				53%	47%	
Were at appropriate levels				47%	53%	
Were appropriately paced				47%	53%	
Indicated thoughtful planning				47%	53%	
Were effectively organized				41%	59%	
Instructor:						
Was well-prepared				35%	65%	
Was knowledgeable				35%	65%	
Used effective teaching techniques				53%	47%	
Provided for individual differences				47%	53%	
Encouraged exchange of ideas				35%	65%	
Environment:						
Facilities were adequate				47%	53%	
Time was appropriate				53%	47%	
Summative Reactions:						
Use information presented in this session				41%	59%	
Would like more training in this area			6%	47%	47%	
Recommend this activity to my colleagues				41%	59%	

ATTACHMENT 3.14 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN HIGH SCHOOL (N = 9)
September 26, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated					100%	
Relevant					100%	
Content and Instruction:						
Were in agreement with stated objectives					100%	
Were stimulating					100%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning					100%	
Were effectively organized					100%	
Instructor:						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective teaching techniques				11%	89%	
Provided for individual differences				11%	89%	
Encouraged exchange of ideas					100%	
Environment:						
Facilities were adequate			11%	22%	67%	
Time was appropriate				11%	89%	
Summative Reactions:						
Use information presented in this session					100%	
Would like more training in this area				11%	89%	
Recommend this activity to my colleagues				11%	89	

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ATTACHMENT 3.15 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN MIDDLE SCHOOL (N = 10)
October 3, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				20%	80%	
Relevant				10%	90%	
Content and Instruction:						
Were in agreement with stated objectives				30%	70%	
Were stimulating				30%	70%	
Were at appropriate levels				30%	70%	
Were appropriately paced				40%	60%	
Indicated thoughtful planning				50%	50%	
Were effectively organized				50%	50%	
Instructor:						
Was well-prepared				20%	80%	
Was knowledgeable				30%	70%	
Used effective teaching techniques				40%	60%	
Provided for individual differences				30%	70%	
Encouraged exchange of ideas				10%	80%	10%
Environment:						
Facilities were adequate		10%		20%	70%	
Time was appropriate				40%	60%	
Summative Reactions:						
Use information presented in this session			10%	20%	70%	
Would like more training in this area			10%	40%	50%	
Recommend this activity to my colleagues				50%	50%	

ATTACHMENT 3.16 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

ESTRELLITA ACCELERATED SPANISH READING PROGRAM (N = 19)
October 3, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated			5%		95%	
Relevant			5%		95%	
Content and Instruction:						
Were in agreement with stated objectives				11%	89%	
Were stimulating				21%	79%	
Were at appropriate levels				11%	89%	
Were appropriately paced				11%	89%	
Indicated thoughtful planning				16%	84%	
Were effectively organized				11%	89%	
Instructor:						
Was well-prepared				11%	89%	
Was knowledgeable				11%	89%	
Used effective teaching techniques				11%	84%	5%
Provided for individual differences				11%	84%	5%
Encouraged exchange of ideas			5%	21%	73%	
Environment:						
Facilities were adequate				16%	84%	
Time was appropriate			5%	21%	73%	
Summative Reactions:						
Use information presented in this session				21%	79%	
Would like more training in this area		5%		26%	63%	5%
Recommend this activity to my colleagues				16%	73%	11%

ATTACHMENT 3.17 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN HIGH SCHOOL (N = 14)
October 10, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				7%	93%	
Relevant					100%	
Content and Instruction:						
Were in agreement with stated objectives				21%	79%	
Were stimulating				14%	79%	7%
Were at appropriate levels				21%	79%	
Were appropriately paced				7%	93%	
Indicated thoughtful planning					100%	
Were effectively organized				7%	93%	
Instructor:						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective teaching techniques				7%	93%	
Provided for individual differences					100%	
Encouraged exchange of ideas					100%	
Environment:						
Facilities were adequate			7%	29%	64%	
Time was appropriate				7%	93%	
Summative Reactions:						
Use information presented in this session				7%	93%	
Would like more training in this area				14%	86%	
Recommend this activity to my colleagues				14%	86%	

ATTACHMENT 3.18 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

BILINGUAL/ESL BOOK AND MATERIALS FAIR (N = 12)
October 24, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated	8%			17%	67%	8%
Relevant	8%			8%	83%	
Content and Instruction:						
Were in agreement with stated objectives	8%			17%	67%	8%
Were stimulating	8%			25%	67%	
Were at appropriate levels	8%			17%	75%	
Were appropriately paced	8%			17%	75%	
Indicated thoughtful planning	8%			17%	75%	
Were effectively organized	8%			17%	75%	
Instructor:						
Was well-prepared	8%		8%	17%	67%	
Was knowledgeable	8%		8%	17%	67%	
Used effective teaching techniques				17%	58%	25%
Provided for individual differences	8%			8%	58%	25%
Encouraged exchange of ideas					67%	33%
Environment:						
Facilities were adequate	8%		8%	17%	67%	
Time was appropriate	8%			25%	67%	
Summative Reactions:						
Use information presented in this session	8%			17%	67%	8%
Would like more training in this area				25%	50%	25%
Recommend this activity to my colleagues	8%			17%	58%	17%

ATTACHMENT 3.19 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

SPANISH TAAS TRAINING GRADES 3 AND 4 (N = 24)
November 14, 1995

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated	4%	4%	4%	25%	63%	
Relevant	4%	4%	4%	21%	67%	
Content and Instruction:						
Were in agreement with stated objectives		8%	4%	25%	58%	4%
Were stimulating	4%		8%	21%	67%	
Were at appropriate levels	4%		4%	25%	67%	
Were appropriately paced	4%		4%	29%	58%	4%
Indicated thoughtful planning	4%			25%	71%	
Were effectively organized	4%			25%	67%	4%
Instructor:						
Was well-prepared	4%			21%	71%	4%
Was knowledgeable	4%			17%	79%	
Used effective teaching techniques	4%			33%	63%	
Provided for individual differences	4%			38%	58%	
Encouraged exchange of ideas	4%	4%	4%	13%	75%	
Environment:						
Facilities were adequate	4%	4%		21%	71%	
Time was appropriate	4%			21%	75%	
Summative Reactions:						
Use information presented in this session	4%			29%	67%	
Would like more training in this area	4%	4%	4%	25%	63%	
Recommend this activity to my colleagues	4%	4%	8%	17%	67%	

ATTACHMENT 3.20 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN MIDDLE SCHOOL (N = 6)
January 23, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated			17%	17%	66%	
Relevant				17%	83%	
Content and Instruction:						
Were in agreement with stated objectives				17%	83%	
Were stimulating				33%	66%	
Were at appropriate levels				33%	66%	
Were appropriately paced				17%	83%	
Indicated thoughtful planning				33%	66%	
Were effectively organized				17%	83%	
Instructor:						
Was well-prepared				17%	83%	
Was knowledgeable				17%	83%	
Used effective teaching techniques				17%	83%	
Provided for individual differences				17%	83%	
Encouraged exchange of ideas				33%	66%	
Environment:						
Facilities were adequate				33%	66%	
Time was appropriate				33%	66%	
Summative Reactions:						
Use information presented in this session				17%	83%	
Would like more training in this area				33%	66%	
Recommend this activity to my colleagues				17%	83%	

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ATTACHMENT 3.21 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN HIGH SCHOOL (N = 13)
January 30, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				38%	54%	7%
Relevant				23%	69%	7%
Content and Instruction:						
Were in agreement with stated objectives			7%	23%	69%	
Were stimulating				7%	92%	
Were at appropriate levels				15%	77%	7%
Were appropriately paced			7%	15%	77%	
Indicated thoughtful planning			7%	23%	62%	7%
Were effectively organized				31%	62%	7%
Instructor:						
Was well-prepared				15%	85%	
Was knowledgeable				7%	92%	
Used effective teaching techniques				31%	69%	
Provided for individual differences				15%	85%	
Encouraged exchange of ideas				7%	92%	
Environment:						
Facilities were adequate			7%	31%	62%	
Time was appropriate				31%	69%	
Summative Reactions:						
Use information presented in this session				15%	85%	
Would like more training in this area				23%	77%	
Recommend this activity to my colleagues				15%	85%	

ATTACHMENT 3.22 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

SPANISH TAAS TRAINING GRADES 3 AND 4 (N = 51)
February 8, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				33%	67%	
Relevant				24%	76%	
Content and Instruction:						
Were in agreement with stated objectives				27%	73%	
Were stimulating		2%	2%	41%	55%	
Were at appropriate levels			2%	29%	67%	2%
Were appropriately paced			2%	39%	57%	2%
Indicated thoughtful planning			2%	21%	73%	4%
Were effectively organized			2%	29%	67%	2%
Instructor:						
Was well-prepared				24%	76%	
Was knowledgeable				24%	74%	2%
Used effective teaching techniques			2%	39%	58%	
Provided for individual differences			12%	25%	63%	
Encouraged exchange of ideas				21%	78%	
Environment:						
Facilities were adequate		2%	2%	33%	63%	
Time was appropriate				31%	69%	
Summative Reactions:						
Use information presented in this session				14%	86%	
Would like more training in this area			6%	33%	61%	
Recommend this activity to my colleagues				35%	65%	

ATTACHMENT 3.23 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

ESL EXCET REVIEW (N = 12)
March 2, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				17%	83%	
Relevant				17%	83%	
Content and Instruction:						
Were in agreement with stated objectives				8%	92%	
Were stimulating			33%	33%	33%	
Were at appropriate levels			17%	25%	58%	
Were appropriately paced		17%	8%	25%	50%	
Indicated thoughtful planning				33%	67%	
Were effectively organized				42%	58%	
Instructor:						
Was well-prepared				17%	83%	
Was knowledgeable				17%	83%	
Used effective teaching techniques		8%		33%	25%	33%
Provided for individual differences			17%	8%	58%	17%
Encouraged exchange of ideas				25%	75%	
Environment:						
Facilities were adequate		8%		33%	50%	8%
Time was appropriate		8%		8%	75%	8%
Summative Reactions:						
Use information presented in this session				8%	92%	
Would like more training in this area	8%	8%	25%	17%	42%	
Recommend this activity to my colleagues				25%	75%	

ATTACHMENT 3.24 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

INTEGRATING ESL INSTRUCTION IN MIDDLE/HIGH SCHOOL (N = 8)
April 11, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				50%	50%	
Relevant				50%	50%	
Content and Instruction:						
Were in agreement with stated objectives				50%	50%	
Were stimulating			12%	38%	38%	12%
Were at appropriate levels			12%	38%	50%	
Were appropriately paced			12%	38%	50%	
Indicated thoughtful planning			12%	38%	50%	
Were effectively organized				50%	50%	
Instructor:						
Was well-prepared				38%	62%	
Was knowledgeable				38%	62%	
Used effective teaching techniques			12%	25%	62%	
Provided for individual differences				38%	62%	
Encouraged exchange of ideas				25%	75%	
Environment:						
Facilities were adequate				38%	62%	
Time was appropriate			12%	50%	38%	
Summative Reactions:						
Use information presented in this session				12%	87%	
Would like more training in this area				25%	62%	12%
Recommend this activity to my colleagues				25%	62%	12%

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ATTACHMENT 3.25 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

KLRU SUMMER SCHOOL - FAMILY LITERACY (N = 6)
April 16, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated					100%	
Relevant					100%	
Content and Instruction:						
Were in agreement with stated objectives					100%	
Were stimulating					100%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning					100%	
Were effectively organized					100%	
Instructor:						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective teaching techniques					100%	
Provided for individual differences					100%	
Encouraged exchange of ideas					100%	
Environment:						
Facilities were adequate					100%	
Time was appropriate					100%	
Summative Reactions:						
Use information presented in this session					100%	
Would like more training in this area					100%	
Recommend this activity to my colleagues					100%	

ATTACHMENT 3.26 (cont.)
PROFESSIONAL DEVELOPMENT ACADEMY *at Read*
Austin Independent School District

EVALUATION FORM

The value ascribed to the rating is:
5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

ESL EXCET REVIEW (N = 10)
May 25, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
Objectives were:						
Clearly stated				10%	90%	
Relevant				10%	90%	
Content and Instruction:						
Were in agreement with stated objectives				10%	90%	
Were stimulating			10%	40%	50%	
Were at appropriate levels				30%	70%	
Were appropriately paced				30%	70%	
Indicated thoughtful planning				10%	90%	
Were effectively organized				10%	90%	
Instructor:						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective teaching techniques			10%	20%	70%	
Provided for individual differences			10%	10%	70%	10%
Encouraged exchange of ideas				10%	90%	
Environment:						
Facilities were adequate				10%	90%	
Time was appropriate			10%		90%	
Summative Reactions:						
Use information presented in this session					100%	
Would like more training in this area		30%	10%		60%	
Recommend this activity to my colleagues				20%	80%	

Austin Independent School District

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